ABSTRACT

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NOVICE TEACHERS' PERCEPTION OF FACTORS THAT INFLUENCE TEACHER RETENTION IN A LARGE SUBURBAN/URBAN SCHOOL DISTRICT IN THE SOUTHEAST REGION OF THE UNITED STATES

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The purpose of this sequential explanatory mixed method study was to determine novice teachers' perception of factor(s) that influenced their intent to remain in the teaching profession in a large suburban/urban school district located in the Southeast Region of the United States. The research examined the relationship between the independent variables—(a) perceived effectiveness of induction program, (b) quality of mentorship, (c) perceived effectiveness of professional development, (d) teacher Preparation, (e) job satisfaction, (f) administrative support, and (g) teacher self-efficacy—and the dependent variable: teacher retention.

The novice teacher surveys included 31 items based on a 7-point response Likert scale, followed by individual interviews with nine open-ended questions. The researcher analyzed a total of 48 surveys and seven interviews from 16 identified schools located in the school district. Both data sources collected from the mixed method study revealed that the novice teachers viewed administrative support, job satisfaction, and teacher self-efficacy as the variables with the most significant influence on their intent to remain in the teaching profession. These factors proved beneficial to the school district and schools as a tool to guide the efforts of increasing teacher retention and developing new teachers. Additionally, the novice teachers' perception also highlighted the need for more structured support for the district and school's induction program, mentoring program, professional development and teacher preparation for increasing teacher retention. The implications of this study were to identify what influenced novice teachers to remain in the teaching profession in the identified school district. As a result, the district could decrease teacher retention rate and thus curtail the cost of continually hiring and training new teachers.

NOVICE TEACHERS' PERCEPTION OF FACTORS THAT INFLUENCE TEACHER RETENTION IN A LARGE SUBURBAN/URBAN SCHOOL DISTRICT IN THE SOUTHEAST REGION OF THE UNITED STATES

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"In all thy ways acknowledge Him, and He shall direct thy paths" (Proverbs 3:6 - KJV). First I give honor and thanks to God for without faith, this journey would not have been possible. There have been so many amazing people who have been such an integral part of my life, and words cannot express how grateful I am for their love, support, and guidance.

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CHAPTER I

INTRODUCTION

"If the most precious product developed in education is the student, then our most prized commodity should be the classroom teacher" (Shaw & Newton, 2014, p. 101). There is a critical shortage of teachers. Researchers believe that the primary contributor to the teacher shortage issue is the high rate of teacher attrition-that is teachers leaving the profession (Carver-Thomas & Darling-Hammond, 2017). Each year, more than 200,000 teachers leave the profession, with nearly two out of three leaving for reasons other than retirement (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). "The issues of beginning teachers leaving the profession in the first few years of their career represent a global problem"(Harfitt, 2015, p. 22). Studies conducted in the United States, Australia, and in the United Kingdom have shown schools' and school districts' inability to retain teachers hired (Dupriez, Delvaux, & Lothaire, 2015). Teaching has a higher turnover rate than many other professions, including engineering, law, nursing, and architecture (Hanover Research, 2017). Phillips (2015) shared the comment from Richard Ingersoll, University of Pennsylvania professor, who studies teacher turnover and retention who indicated that the revolving door of teacher turnover cost districts more than $2.2 billion a year. The failure to retain teachers in schools has generated national attention to the teacher shortage and high turnover rate.

As a large number of teachers depart the profession, concerns arise in how to maintain a sufficient workforce of reliable, high-quality teachers (Shaw & Newton, 2014). The Public School Teacher Attrition and Mobility in the First Five Years study conducted by the National Center for Education Statistics (NCES) indicated that among all beginning teachers in 2007-2008, 10% did not teach in 2008-2009, 12% did not teach in 2009-2010, 15% did not remain in the classroom in 2010-2011, and 17% did not remain in the classroom in 2011-2012 (Gray & Taie, 2015). The growing rate of teacher attrition creates a problem for many schools and school districts around the world (Rinke & Mawhinney, 2017). A study conducted by Sutcher, Darling-Hammonds, and Carver-Thomas (2016) from the Learning Policy Institute projected by the year 2020, there would be a need for 300,000 teachers and by the year 2025, that number will increase to 316,000 (see Figure 1).

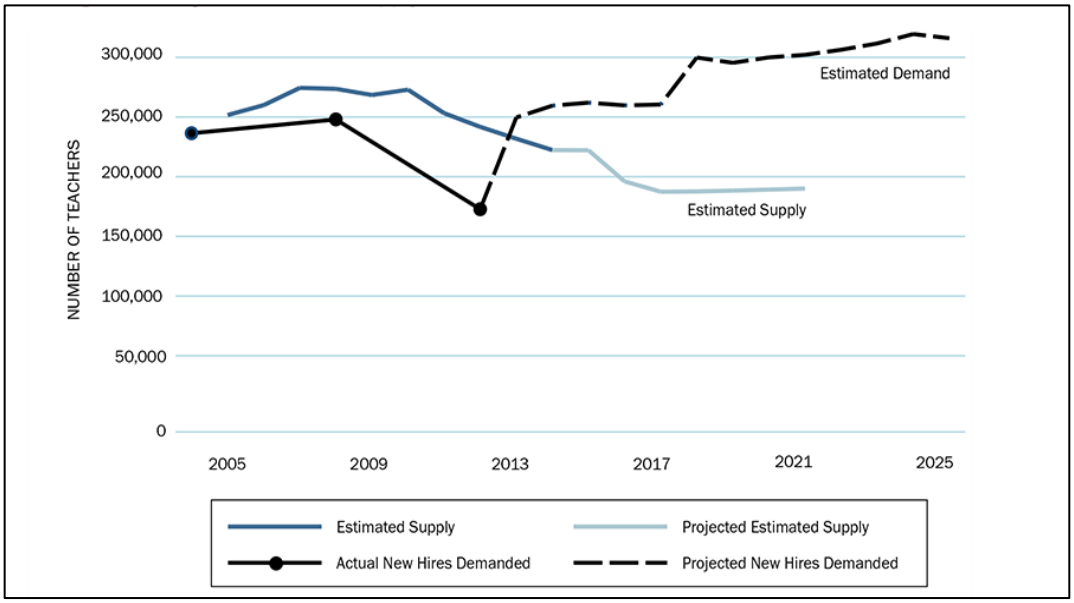


Figure 1. Projected teacher supply and demand.

The study, A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortage in the U.S. also pointed out that the increase in teacher shortages looks different in each state (Sutcher et al., 2016). In some states, there is an overall teacher shortage, and in other states, there are specific areas of identified shortages. For example, in states like Arizona, Nevada, Oklahoma, and Washington there are reports of severe shortages whereas the state of Massachusetts experiences shortages in areas such as special education (Sutcher et al., 2016).

The U.S. Department of Education, Office for Civil Rights (2014) reported that teacher shortages reflect significant disparities across racial and economic lines. For instance, black students are more than four times as likely and Hispanic students are more than two times as likely as white students to attend a school where teachers do not meet state certification requirements (U.S. Department of Education, Office for Civil Rights, 2014).

Data sources from the United States Department of Education also indicate that students in high poverty districts are twice more likely to be taught by teachers with temporary alternative certification than students in the low-poverty district (Isenbeg et al., 2016). The National Center for Education Statistics (NCES) defines high-poverty schools as public schools where more than 75% of the student population qualifies for free or reduced price lunch (Gray & Taie, 2015). Researchers concur that teacher retention is a persistent problem in urban areas and disadvantaged schools (Gaikhorst, Beishuizen, Zijilstra, & Wolman, 2015). Not only are the attrition rates higher than any other

profession, but research has also determined that the shortage of teachers negatively impacts students, schools, and teachers (Rinke & Mawhinney, 2017).

With the growing increase in teacher shortages nationally, it has made hiring qualified teachers an increasingly difficult task. A study conducted by Carver-Thomas and Darling Hammond (2017) in which survey data from the 2012 Schools and Staffing Survey and the 2013 Teacher Follow-up Survey revealed that teacher shortages affected an array of issues in schools and school districts. The findings from the analysis indicated the following:

1. Teacher turnover is highest in the South (16.7%) and lowest in the Northeast (10.3%).
2. Teachers of mathematics, science, special education, English Language development, and foreign language are more likely to leave their school or the profession than those in other fields.
3. Turnover rates are 50% higher for teachers in Title I schools.
4. Mathematics and science teachers' turnover rates are nearly 70% greater in Title I schools, and turnover rates for an alternative certified teacher are more than 80% higher.
5. Turnover rates are 70% higher for teachers in schools serving the largest concentration of students of color.
6. Teachers of color—who disproportionately teach in high minority, low-income schools and who are also significantly more likely to enter teaching

> without having completed their training—have higher turnover rates than White teachers. (Carver-Thomas & Darling-Hammond, 2017, p. v)

Carver-Thomas and Darling-Hammond (2017) also emphasized that it is critically necessary to retain teachers and ensure that all schools are staffed with qualified, experienced teachers to serve all students.

The statistic in the state of Georgia is in alignment with the national statistic. As stated in dissertation research conducted by Locklear (2010), one of the top 10 states in the United States with the highest teacher loss per year, not including retirees, is Georgia. According to Owens (2015), the author of Georgia's Teacher Dropout Crisis report, the Georgia Professional Standards Commission reported that 44% of public school teachers in the state leave within the first five years of employment. Owens (2015) also points out the results from the survey taken by over 53,000 educators, which indicated, "Two-thirds of the teachers surveyed would not recommend teaching as a profession" (p. 3). Teachers are leaving the profession.

Each year teachers must decide to stay, move, or leave the teaching profession. In the article "Teacher Turnover: Stayers, Movers, and Leavers" included in the annual report of the National Center for Education Statistics (2016), stayers is defined as those teachers who remain at the same school in the school district; movers are those teachers who move to a different school in the school district; and leavers as those teachers who leave the profession. Many studies have tried to pinpoint the characteristics of the teachers and their workplaces that can be connected with the risk of an early exit from the profession (Dupriez et al., 2015). Multiple bodies of research have populated many

reasons. Some researchers identified the characteristics of a generation such as the millennials (Abrams, 2018) as reasons for teachers leaving the profession. Researchers believe that organizations hiring millennials must provide certain work conditions to allow millennials to succeed professionally and personally (Homberg-Wright, Hribar, & Tsegai, 2018). While other researchers identified reasons such as insufficient preparation, lack of support for new teachers, challenging working conditions, dissatisfaction with compensation; better career opportunities; and personal reasons (Sutcher et al., 2016). Many states have also conducted research studies to determine the reasons for high attrition rates. For instance, for the state of Georgia, Owens (2015) identified eight cited reasons for teachers are leaving education:

1. Number and emphasis of mandated tests
2. Teacher evaluation method
3. Teachers were not included in the decisions related to the profession
4. Non-teaching responsibilities and duties
5. Level of benefits/compensation
6. Level/quality of support, resources and professional learning
7. School level/District level leadership
8. Level of preparation when entering the profession (p. 3)

According to the report, the teachers in Georgia cited mandated tests as the number one reason for attrition in the workforce; however, for one or more of these reasons, teachers drop out of the classroom. Although many researchers agree that some amount of turnover can be beneficial as teachers find schools or professions that are the right fit

(Carver-Thomas & Darling-Hammond, 2017), it is a consensus among researchers that high turnover rates cause a disruptive effect on schools (Rinke & Mawhinney, 2017).

Statement of the Problem

School districts continue to encounter the issues of retaining qualified teachers (Glennie, Mason, & Edmunds, 2016) and just as challenging is determining ways to support and assist teachers as they enter into the teaching profession. Teacher turnover has increased considerably in public schools in the United States during the past three decades (Ingersoll & Merrill, 2011) and in urban and underserved communities the teacher turnover rate is even more pronounced (Ronfeldt, Loeb, & Wycokoff, 2013). The high rate of teacher turnover creates a problem throughout the country, states, and local school districts. Shaw and Newton (2014) indicated that it takes three to seven years for a novice teacher to become highly effective; yet, thousands of teachers leave the profession within the first five years. The high teacher turnover rate in schools can disrupt the quality of the school and the delivery of educational programs (Green & Munoz, 2016).

Carver-Thomas and Darling-Hammond (2017) discovered that school districts generally respond to teacher turnover by hiring inexperienced or unqualified teachers, increase class size or cut class offerings. These standards practices negatively impact student achievement and student learning and overall school performance. In an era of high stakes accountability and the expectation that all students will learn at or above proficient levels, the job of the classroom teacher is critical (Howell, Cook, & Faulkner, 2013). When school districts and schools, do not retain teachers, research has revealed that low teacher retention affects student achievement and costs district money

(Dahlkamp, Peters, & Schumacher, 2017). Researchers point out that it is imperative to create a comprehensive and systematic set of strategies to mitigate the current teacher shortages and lower the teacher turnover rate (Sutcher et al., 2016).

Each year, schools in a Southeast region suburban/urban district experience teacher turnover. The local newspaper article, "Teacher Turnover an Unsolved Problem" (Walker, 2018), indicated that during the 2017-2018 school calendar year, the school district lost nearly 700 teachers. The article noted that although this number is lower than previous years for the school district, neighboring districts reported fewer teachers resigned in the same period. Even though the district has implemented some strategies to improve teacher turnover rate (Walker, 2018), retaining highly qualified staff continues to be a focus for the district. However, how can a district improve teacher retention if teachers continue to leave the profession within the few years of practice (Battle & Looney, 2014)? Albright (2017) pointed out that there are many research studies documenting teachers who leave the profession, but there is little research documenting why teachers remain in the profession.

Purpose of the Study

The purpose of the sequential explanatory mixed method research study was to determine what factor(s) influenced novice teachers (0-3 years of experience) to remain in the profession in identified schools of a large school district located in the Southeast region of the United States. In the first phase of the study, quantitative research questions will utilize a survey to address the relationship between the independent variables—

(a) induction program, (b) mentoring, (c) teacher preparation programs, (d) professional development, (e) administrative support (f) job satisfaction, and (g) teachers self-efficacy—and the dependent variable of teacher retention with novice teachers in an identified large suburban/urban school district located in the Southeast region of the United States. Data collected from the first phase will be explored further in a second phase. In the second phase, qualitative interviews will be used to probe significant survey results by exploring aspects of the novice teachers' perceptions on teacher retention with a focus group of approximately six to eight participants in the identified schools of a large suburban/urban school district located in the Southeast region of the United States. The reason for following up with qualitative research in the second phase is to understand better and explain the quantitative results. Although there may be a large body of research and data that addresses why teachers leave the profession, there is a limited amount of research investigating why teachers remain.

Research Questions

RQ1. Is there a relationship between the perceived effectiveness of the district's induction program and teacher retention in a large suburban/urban school district in the Southeast region of the United States?

RQ2. Is there a relationship between the quality of mentorship and teacher retention in a large suburban/urban school district in the Southeast region of the United States?

RQ3. Is there a relationship between preservice preparation and teacher retention in a large suburban/urban school district in the Southeast region of the United States?

RQ4. Is there a relationship between perceived usefulness of professional development provided and teacher retention in a large suburban/urban school district in the Southeast region of the United States?

RQ5. Is there a relationship between job satisfaction and teacher retention in a large suburban/urban school district in the Southeast region of the United States?

RQ6. Is there a relationship between administrative support and teacher retention in a large suburban/urban school district in the Southeast region of the United States?

RQ7. Is there a relationship between teacher efficacy and teacher retention in a large suburban/urban school district in the Southeast region of the United States?

RQ8. Which variable/factor has the most significant impact on teacher retention in a large suburban/urban school district in the Southeast region of the United States?

Significance of the Study

Research on teacher retention has been a prevalent topic for many years; however, the number of teachers who leave the profession has not lessened and teachers continue to leave the profession within the first few years of entering.

Teacher retention is a concern for the selected schools in the identified school district; therefore, it is essential that schools and school districts make every effort to retain their best teachers (Jones & Watson, 2017). Acknowledging the importance of retaining teachers as well as the astronomical cost associated with the high teacher turnover rate is the basis for conducting the research study. Additionally, because all of the selected schools are also high poverty schools, it is also important to point out that less experienced teachers are teaching the students. According to the "2017 Teachers and Leaders Workforce" report published by the Governor's Office of Student Achievement in Georgia (Tio, 2018), the number of teachers with five or fewer years of experience was higher in high poverty schools by nearly seven percent (see Figure 2).

This research will be beneficial to the school district and school leaders by gaining an understanding of which factors influenced the novice teacher intent to remain in the profession. As a result, the schools and district will have a laser focus on the factor(s) and increase stability in the schools and district. Furthermore, the district would also save money from continually hiring and training new teachers.

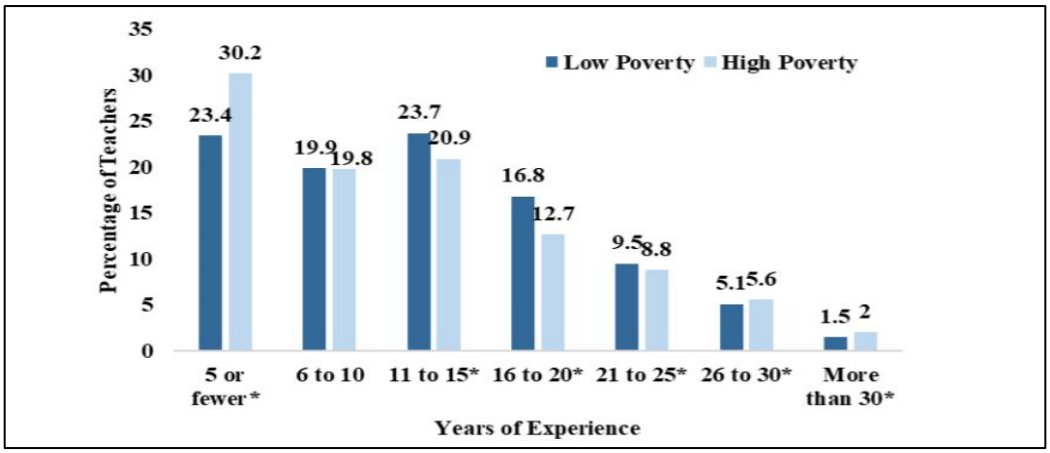


Figure 2. Years of experience of teachers in low and high poverty schools.

Summary

Teacher retention is a valid and growing concern for school districts and schools (Jones & Watson, 2017). Teachers are leaving the profession, and it is draining resources, weakening teacher quality, and undermining the ability to provide quality education to children (Strause, 2017). Recruiting and retaining teachers is essential for the success of future generations, especially for those living in underserved communities (Kini & Podolsky, 2016).

Additionally, teacher turnover impedes the development of teachers' professional growth and inhibits the stability of instructional progress in schools. Although schools continue to face the issue of teacher shortages limited research on examining the factors that influence the novice teacher to remain in the profession in a large suburban/urban school district in the Southeast region is limited. Because of the growing number of teachers leaving the profession within the first five years of employment, district and school leaders must focus their attention on ways to retain effective teachers in every classroom. This research study is expected to benefit district and school leaders who seek to retain teachers and provide insight into the teachers' perceptions regarding teacher retention.

Chapter II will present research-based literature on teacher retention and selected factors. Chapter III will describe the theoretical framework that will be utilized to support the research and Chapter IV will describe the methodology and research designed strategy that will be utilized to conduct the research. In conclusion, this research study

will focus on the factors that influenced novice teachers to remain in the suburban/urban school district in the Southeast region.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter is a review of the literature which focuses on the dependent variable, teacher retention as well as independent variables: induction program, mentoring, professional development, teacher preparation, administrative support, job satisfaction, and teachers' self-efficacy as well as the teacher's perceived influenced on teacher retention. Additionally, this chapter will infuse the values and work ethics of Generation Y, also known as the millennials. The research presented in this chapter shows the influence that each selected factor has on teacher retention.

Teacher Retention

Teacher retention remains a continuous and constant challenge for the field of education (Dahlkamp et al., 2017). Rodgers and Skelton (2014) defined retention as the ability to keep teachers in the classroom and lessen turnover. Over the years, researchers such as Ingersoll, Merrill, Loeb and a host others have revealed that teacher retention sometimes depends on the quality of the first teaching experience of the novice teacher (Albright et al., 2017). In essence, the initial years of teaching influence teachers' performance, job satisfaction, and career intentions (Kane & Francis, 2013). In the United States, estimates vary, but analyses of the national Schools and Staff Survey show that between 17 and 46% of new teachers leave the classroom within the first five years

(Rinke & Mawhinney, 2017). Beyond those teachers who leave the profession, an equally important component contributing to teacher retention is the teachers who move from one school to another school (Sutcher et al., 2016).

Each year a higher percentage of teachers are choosing to either move to another school district or leave the profession altogether. These high turnover rates mean students repeatedly face inexperienced teachers and that schools face higher costs of always hiring and training new teachers (Krasnoff, 2014). As a result, low teacher retention in school districts has been found to adversely affect student achievement by disrupting the educational community (Dahlkamp et al. 2017). For example, the research study, "How Teacher Turnover Harms Student Achievement," conducted by Lankford, Loeb, Ronfeldt, and Wyckoff (2011) revealed the effects of teacher turnover on student achievement. The study used a unique identification strategy that employed grade level turnover and two classes of fixed effects models. The study determined the effects of teacher turnover on over 600,000 New York City fourth and fifth graders over a 5-year observation period. The study findings indicated that within the same school year, students' test scores were lower by 7.4% to 9.6% of a standard deviation in math and 6% to 8.3% of standard deviation in English Language Arts (ELA) in years where there was significant turnover in schools when compared to years when there was no turnover in schools. The results of the study suggested that teacher turnover has a significantly adverse effect in both math and ELA on student achievement and is especially harmful in schools with a large population of low-performing students as well as black students.

Throughout the United States, teacher turnover is most severe in urban and rural schools and where there are large numbers of poor and minority students (Cochran-Smith et al., 2011). Carver-Thomas and Darling-Hammond (2017) posited that in schools serving primarily low-income students and students of color are often subjected to less-experienced teachers. Teachers choose to leave at-risk schools because they do not have expertise in teaching inner-city children, have concerns in functioning in poor environments, and has the perception that students, in urban environments do not perform well academically (Rodgers & Skelton, 2014). According to the research study, "Teachers' Turnover: Why It Matters and What Can We Do About It," conducted by Carver-Thomas and Darling-Hammond (2017), in schools with a significant number of minority students (more than 55%), the turnover rate is about 70% greater than that of schools with fewer students of color. Furthermore, the study indicated that although the turnover rate for novice teachers is high in all schools, the turnover rate is nearly 80% higher for teachers in Title I schools. The researchers described Title I schools as those schools with a high percentage of low-income students and receive federal funds under the Elementary and Secondary Education Act (ESSA) to help students meet academic standards. The researchers also pointed out that schools serving the high needs populations have the additional responsibility of responding to community needs and concerns such as food insecurities and access to adequate health care and housing. Additionally, the researchers indicated that the turnover rate in high-minority schools is higher regardless of teachers' subject taught, years of experience, or certification

pathways. Researchers believe that in order to increase the quality of urban schools, it is necessary to retain an effective teacher (Fuller, Waite, & Irribarra, 2016).

Although the teacher turnover rate is more prevalent in urban schools, the high attrition rate hurts all of the schools whether large or small, old or new (Young, 2018). In short, low teacher retention remains a persistent and costly problem for school districts and schools (Dahlkamp et al., 2017).

Millennials

The newest population of teachers added to the workforce is called millennials. Millennials, also known as Generation Y, is a demographic cohort consisting of individuals born between 1982 and 2004 whose values and work ethics have influenced the workplace (Holmberg-Wright et al., 2017). The millennials have a distinctive set of gifts and skills and utilizes services such as Amazon Prime and Uber (Abrams, 2018). By the year 2020, nearly 75% of the workforce will be considered millennials (Holmberg-Wright et al., 2017). Research indicates that most beginning teachers are millennials and are different from the Baby Boomers Generation and Generation X in both their needs and what motivates them (Abrams, 2018). Some researchers have attached specific stereotyped characteristics to the millennial generation such as lazy, self-centered, entitled, overly dependent, and having unrealistic expectations for job title and pay in the workplace (Holmberg-Wright et al., 2017); however, unlike the stereotypical characteristics, the millennial generation is often a global-minded, technologically savvy group of individuals who can multi-task (Abrams, 2018). The millennial generation has a desire to work in an organization with a purpose and values (Holmberg-Wright et al.,

2017), and the millennial generation aims to make meaningful contributions to the mission of an organization (Ferguson & Morton-Huddleston, 2016). According to Clements (2016), generational researchers and historians Howe and Strauss identified five attitudes and behaviors of millennials:

1. They expect VIP treatment.
2. They assume the untouchable attitude.
3. They have long-term goals.
4. They thrive with structure and feedback.
5. They work best on teams and want to help their community. (p. 32)

Millennials are redefining the work environment from one where employers used to command and control to supervise their employees to a more collaborative, team-based space (Abrams, 2018). This approach would be the beginning of changing "the way we educate and engage with the new generation of students and future employees" (Holmberg-Wright et al., 2017, p. 15). It is essential for educational leaders to understand that helping the millennial generation improves as teachers improve student success (Clement, 2016).

Induction Programs

In order to develop new teachers, many districts and schools have created induction programs to provide professional development and to mentor those new to the profession (Martin, Buelow, & Hoffman, 2016). Wong (2005) defined the induction program as "a comprehensive, multiyear process designed to train new teachers in the academic standards and vision of the district" (p. 47). Researchers have shown that a

strong induction and support for novice teachers can increase their retention, accelerate their professional growth, and improve students' learning (Kini et al., 2016). Induction programs do make a difference to new teachers. Young (2018) added that an induction program for new teachers provides the extra support they need to help ease their frustrations and to help them gain experience in using effective teaching strategies to strengthen their teaching skills. Many view the induction program as a significant investment. Researchers indicate that investing in a comprehensive induction program can create a payoff of $1.37 for every $1.00 invested (Krasnoff, 2014).

Although research findings indicate that there is a link between induction programs and teacher retention (Martin et al., 2016), in many school districts and schools, effective induction programs do not exist. In some cases, only about 1% of beginning teachers receive what they consider comprehensive induction (Martin et al., 2016). Krasnoff (2014) described a comprehensive induction program as a combination of mentoring, professional development, support, and formal assessment for new teachers during their first two years of teaching. According to Krasnoff (2014), the New Teacher Center founder, Ellen Moir, identified elements of a comprehensive, effective induction program for beginning teachers:

1. New teachers' induction programs require a system-wide commitment to teacher development. Induction programs are effective when all stakeholder groups participate in the program design and when new teachers' induction is part of the district-wide initiative to improve teaching and learning.

2. Effective induction programs must combine high quality mentoring within communities of practice where teachers collaborate to design lessons, observe each other teach and analyze student data.
3. Induction programs provide a supportive environment where educators are valued, trusted, and have the time and ability to collaborate to improve instruction.
4. Strong induction programs must embrace a robust, well-articulated vision and then work toward impacting teacher effectiveness and equitable student learning. (pp. 7-8)

As more and more demands and expectations are placed on novice teachers as they enter into the profession, many teachers struggle when the support system is not robust enough to assist the teachers to implement the ideas and knowledge that they learned in their preparation (Martin et al., 2016). Therefore, school districts across the country must continue to look for ways to support beginning teachers and improve teacher retention.

In a recent case study conducted by researchers Martin, Buelow, and Hoffman (2016), the researchers interviewed five novice teachers from culturally diverse, high poverty schools to understand their perspective as a beginning teacher. The study emphasized practices that both supported and impeded the teachers' development. The findings from the study indicated that mentoring and induction programs that aim to increase teacher effectiveness and satisfaction would necessitate school leaders who understand how to make the transformational change from teachers working in isolation to placing teachers into a community of continuous learners (Martin et al., 2016).

Furthermore, this case study conducted by Martin et al. stressed the importance of the support and how the school district should intentionally monitor teachers' learning and growth in addition to the individualized support provided by mentors as new teachers begin their careers.

Induction programs are essential to the success of a beginning teacher and student achievement. Research indicates that students of teachers who participated in an induction program have higher scores or more gains on achievement tests compared to students whose teachers did not participate in an induction program (Hanover, 2017). Induction programs that are developed and designed to teachers' needs and guide them to be competent practitioners can significantly impact teachers' decisions to stay in their schools and the profession altogether (Martin et al., 2016).

Mentoring

Teacher mentoring programs have been around for many years. McCann (2013) defines mentoring as a collaborative relationship, built on communication, between a trained teacher and a novice teacher. The trained teacher is charged with coaching and directing the novice teacher by providing general support, practical pedagogical support, and personal support to assist and guide the novice teacher. Researchers describe general support, as the mentor is accessible to the mentee, practical support as task-related assistance for immediate use in the classroom, pedagogical support as guidance in planning and organizing. Additional ways to support novice teachers include monitoring the performance and providing feedback on teaching practices, and one of the most critical components is personal support or psychosocial support where the mentor

motivates, establish trust and listen attentively (Gilles, Carrillo, Wang, Stegall, & Bumgarner, 2013). In other words, the support of a mentor helps teachers make sense of their day-to-day teaching responsibilities. The goal for mentoring is to support the professional development of the beginning teacher while advancing student learning as well as protecting the quality of their early experiences in schools (McCann, 2013). Mentoring by an experienced teacher is essential to most induction programs and has been proven to assist with the socialization of new teachers into the school culture, enhance their self-confidence, and cultivate a sense of belonging, and most importantly, decrease attrition (Kane & Francis, 2013).

In some school districts and schools mentoring is at the center of the induction programs. However, the terms mentoring and induction must not be confused or used interchangeably. Wong (2005) provided insight into the difference between induction and mentoring.

> The two terms are not synonymous. Induction is a process—a comprehensive, coherent, and sustained professional development process—that is organized by a school district to train, support, and retains new teachers and seamlessly progresses them into a lifelong learning program. Mentoring is an action. It is what mentors do. A mentor is a single person, whose primary function is to help a new teacher. Mentoring is not induction. A mentor is a component of the induction process. (p. 42)

Research conducted by Huling, Resta, and Yeargain (2012) indicated that there is evidence that beginning teachers who experience high quality mentoring are not only

retained in the profession at higher rates but also become competent quicker than those who learn by trial and error. According to Ingersoll and Strong (2011), when new teachers participated in the mentoring program, they were more committed to their jobs, had higher job satisfaction, and were more likely to stay within the profession of teaching.

Although mentoring is only one component of the induction program that supports the novice teachers, it is necessary and beneficial (Huling et al., 2012). Beginning teachers, especially the millennial generation, need the support of a mentoring program. The development and continuation of a new-teacher mentoring program build a foundation of competent teachers, improve the skills and knowledge of both new teachers and veteran teachers, and improve teacher retention rates (Callahan, 2016). It is essential for school leaders to provide novice teachers time to collaborate and structured time to meet with mentor teacher (Clark, 2012). Many studies have found that a well-designed mentoring program improves retention rates for new teachers including the millennial generation (Krasnoff, 2014).

Professional Development

Professional development is a necessity for novice teachers. Rodgers and Skelton (2014) stated that novice teachers need continuous professional development in order to grow and develop as effective teachers and leaders in their schools and the teaching profession. Researchers Darling-Hammonds, Hyler, and Gardner (2017) from the Learning Policy Institute defined professional development as organized and structured professional learning activities that results in improvement in teachers' instructional

practices and improvements in student learning outcomes. Other researchers have also suggested that it is essential to provide beginning teachers opportunities to improve their instruction (Hengtes, 2012). Relevant professional development training opportunities for the new teacher is necessary. The Learning Policy Institute report, Effective Teacher Professional Development, determined that effective and active professional development incorporated the following elements:

- Professional development is content focused. Professional development should be on teaching strategies associated with specific curriculum content supports teacher learning within teachers' classroom contexts.
- Professional development includes active learning with teachers. Active learning involves and engages teachers directly in designing and trying out teaching strategies, providing them with an opportunity to engage in the same style of learning they will design for their students.
- Professional development supports collaboration. High-quality professional development creates space for teachers to share ideas and collaborate their learning in job-embedded contexts.
- Professional development uses models of instructional practice. Curricular models and modeling of instruction provide teachers with a clear vision of what best practices look like in the classroom.
- Professional development provides coaching and expert support. Coaching and expert support involve the sharing of expertise about content and evidence-based practices focused directly on teachers’ individual needs.

- Professional development offers feedback and reflection: high-quality professional learning provides a built-in time for teachers to think about, receive input on, and make changes to their practice by facilitating reflection and soliciting feedback.
- Professional development is of sustained duration: professional development provides teachers with adequate time to learn, practice, implement and reflect upon new strategies that facilitate changes in their practices. (Darling-Hammond et al., 2017, pp. 2-3)

Educators and policymakers are looking to teachers' professional development as an essential strategy for supporting the skills students need to be prepared and successful for the 21st century (Darling-Hammond et al., 2017). Professional learning is critical to improving the classroom setting and developing educators through collaborative teaching partnership where most professional growth for teachers occurs (Rodgers & Skelton, 2014). The millennial generation also thrives off of collaboration. A research study conducted at the University of North Carolina revealed that approximately two-thirds of the Generation Y individuals indicated that the most influential factors in their current job are the opportunity for professional and personal growth (Holmberg-Wright et al., 2017). Professional development programs can improve not only teacher retention but also teacher quality as well (Gaikhorst et al., 2015).

Teacher Preparation Programs

The preparation of potential teachers is one of the most controversial issues in education policy (Ingersoll, Merrill, & May, 2012). As federal and state governments

develop policies to improve student achievement while school districts and schools face low teacher retention, the issue of teacher preparation is critical. As more and more teachers (more than 40%) come into teaching through nontraditional or alternative routes, researchers continuously seek to assess the value of the different entries into the teaching profession (Ingersoll et al., 2012). Teacher preparation programs may look different for each teacher. Some teachers travel the pathway of the traditional route whereas others follow a nontraditional pathway or alternate route.

When following the traditional route, future teacher studies or majors in the field of education as an undergraduate or graduate student. If the future teacher travels this path as a student, there is educational coursework, content coursework, professional coursework, and student teaching (Hanover, 2017). Once the student has completed student teaching and satisfied licensure requirements, the student becomes a certified teacher. According to the researchers at Hanover Research, an effective traditional teacher preparation program should include several key components such as,

- Intentional coursework and clinical experience organized around the vision of good teaching;
- Practical collaboration with in-seat mentor teachers;
- Preparation informed by high professional standards for programs, licensing, and certification; and
- Exploration of how to serve the socio-cultural needs and expectations of a diverse student, parent, collegial, and community populations. (Hanover Research, 2017, p. 14)

However, not all teachers travel the traditional teacher certification route. There are some non-traditional pathways. There are several categories for nontraditional pathways: alternative certification, grow-your-own, early outreach, and traditional teacher preparation with a district partnership (Hanover Research, 2017). The number of individuals seeking alternative teacher certification has increased in recent years which are due primarily to the teacher shortage across the country (Zhang & Zeller, 2016). Alternative route certification (ARC) programs were designed to recruit, prepare, and license individuals who already have at least a bachelor's degree (Zhang & Zeller, 2016). These programs are usually coordinated through nonprofit organizations such as Teach for America (TFA) or The New Teacher Project (TNTP) to name a few (Hanover Research, 2017). There are many ARCs available to future teachers, some displaying higher success rates than others (Zhang & Zellers, 2016). Teach for America (TFA) is the most well-known alternative certification program in the United States. Many researchers believe that TFA produces the same quality teachers as traditional university programs (Zhang & Zellers, 2016). Some other programs include grow-your-own programs and early outreach programs where school districts support students or residents to obtain teaching certifications (Hanover Research, 2017). No matter which route districts explore, Demonte (2016) from the American Institutes for Research also known as AIR encouraged school districts to evaluate their data and study their trends regularly.

Nevertheless, not all researchers believe in the Alternative Certification Route. Researchers like Carver-Thomas and Darling-Hammond (2017) believe that teachers without proper preparation are more likely to leave the teaching profession than those

with the most comprehensive preparation-including student teaching and course in teaching methods. Studies show that teachers who received less pedagogical training are more likely to leave the field of teaching and that "adequate preparation in pedagogical methods and skills—the how of teaching is important to keeping teachers in the classroom" (Ingersoll et al., p. 32). Researchers Zhang and Zeller (2016) conducted a "Longitudinal Investigation of the Relationship between Teacher Preparation and Teacher Retention." In the study, the findings indicated that teacher retention is not solely dependent on methods of preparation, but other factors were important such as access to teaching resources, personal background, competency knowledge, and perceived support from school districts, teacher preparation program and the parents of students (Zhang & Zeller, 2016).

According to the United States, the Department of Education there are approximately 460,000 individuals enrolled in traditional and alternative route to certification teacher preparation programs in 2013-2014 (Hanover Research, 2017) yet there is still a need to hire new teachers. Whether traditional or nontraditional, there is still a need for teachers. Although there are mixed reviews in determining which route is best for a teacher to travel and remain in the field of education, the need is still the same – schools need effective teachers to teach. Regardless of their pathways into teaching, beginning teachers, have two jobs: they have to teach, and they have to learn to teach (Clark, 2012). No matter how unique a preservice program is, there are some concepts learned on the job.

Administrative Support

Every year, thousands of teachers vacate their teaching positions and one of the main reasons provided for causing this turnover is the lack of support by the administrator (Carlson, 2012). Teachers frequently identify administrative support as the primary reason for leaving or staying in the profession or a given school (Kini & Podolsky, 2016). Teachers seek work environments that provide support and guidance from the principal (Krasnoff, 2014). The role the administrators play is critical to the teachers' decision to stay or leave (Hanover Research, 2017). Many studies have indicated the importance of administrative support. In a study by Buchanan (2010), the researcher examined the reasons why former teachers left the profession with no intent to return. The researcher gathered data from 21 teachers who left the profession through telephone interviews and discussed their exit from the profession. The findings of the research indicated that a lack of principal's support was a significant factor in determining whether or not to remain as a teacher. Teachers, who believe they have no support or lifelines in the classroom, leave the profession (Rodgers & Skelton, 2014). When teachers believe the administrators support them, they remain in the schools (Young, 2018).

Other studies have investigated the correlation between teachers' perceptions of the school administration and its influence on teacher retention. For example, in the study, "The Influence of School Administrators on Teacher Retention Decisions," conducted by Boyd et al., (2011) revealed that the school administration influences the teacher's decision to stay or leave the profession or school. Through a methodological

approach, the researchers in this study explored the relationship between school contextual factors and teacher retention decision in New York City. During the research study, the researchers noted that in the New York City public school district more than 5,000 teachers left their school in a single year with 8% of teachers transferring to another school and 10% leaving the school system (Boyd et al., 2011). To address the study's research questions, the researchers utilized a multinomial logistic regression to estimate the relationship between teacher and school characteristics and teacher retention decisions by using a data set that combined longitudinal survey data with district administrative files (Boyd et al., 2011). The findings indicated that administration or administrative support emerged as the leading factor in teacher attrition in the surveys as well as the analysis of actual attrition behavior. School leaders matters for both teachers and students and they play an important role in teachers' career decision.

Additionally, Tickle, Chang, and Kim (2011) discovered when examining the effects of administrative support that "administrative support was the most significant predictor of teachers' job satisfaction while teachers' job satisfaction was the most significant predictor of teachers' intent to stay in teaching" (p. ii). Even though the qualitative investigation study conducted by Prather-Jones (2011) focused on the retention of the teachers who taught students with disabilities (emotional and behavioral disorders), the findings were still relevant to administrative support in general. The findings indicated that administrative support was essential for all teachers and that continued support from both administrators and colleagues was an essential factor in their decision to remain in their current teaching positions. In this study, the researcher utilized

purposeful and snowballed sampling in order to identify participants. The researcher believed that there was a relationship between administrative support and teacher retention. During the individual face-to-face interviews, the researcher, Prather-Jones (2011) indicated that three themes emerged from the participants' discussions regarding the administrative support that had contributed to their career decision.

1. Teachers looked to principals to enforce reasonable consequences for student misconduct and to include them in the decision making behind these consequences.
2. Teachers felt supported by principals who made them feel respected and appreciated.
3. Teachers need support from the other teachers in their schools, and the principals play an essential role in developing these relationships. (pp. 4-5)

The conclusion Prather-Jones (2011) made about the research study was that principals play an important role and their abilities to enact or support effective practices not only support the success of students but also reduce the teacher retention rate.

It is critically important for principals to understand the impact and the influence their support has on their teachers (Hughes, Matt, and O'Reilly, 2015). Whether the teacher grew up in the Baby Boomer era, Generational X, or Generation Y, any teacher would flourish in a learning environment where the school leaders respond quickly and provide timely information and feedback (Holmberg-Wright et al., 2017). Teachers who experience positive relationships with school leaders and can make decisions are more satisfied with their work and less likely to leave (Green & Munoz, 2016).

Job Satisfaction

According to the 2013 MetLife Survey of the American Teacher, only 39% of teachers reported being very satisfied with their job. These results were a 23-percentage point drop from the 2008 MetLife Survey (Ford, Urick, & Wilson, 2018). Job satisfaction is of great importance in the field of education (Türkoğlu et al., 2017). Satisfied, effective teachers positively impact students' learning (Green & Munoz, 2016); therefore, it is important for school districts and schools to determine what makes a teacher satisfied. In 1976, Edwin A. Locke developed one of the most popular definitions of job satisfaction. In 1976 Locke defined job satisfaction as "a pleasurable or positive emotional state, resulting from the appraisal of one's job or job experiences" (Locke, 1976, p. 1304). Other researchers describe teacher satisfaction as a reaction to the school's working conditions, and satisfaction occurs for individuals when their capabilities are well matched with the challenge of a task (Ford et al., 2018). Other researchers define "job satisfaction as the feelings people have about their jobs" (Knox & Anfara, 2013, p. 58). For years, researchers have connected job satisfaction to teacher turnover rate. There are some studies whom findings indicate that 25% of the individuals who exit teaching cite job dissatisfaction as a reason for leaving other research on novice teachers agree that the most critical influence on teacher retention decisions is job satisfaction (Koedel, Li, Springer, & Tan, 2017). This critical influence is why researchers believe that understanding and "increasing teacher job satisfaction can improve teacher retention and encourage the best prospects to enter the field" (Knox & Anfara, 2013, p. 58).

New teachers including millennial, who experience low job satisfaction leave the teaching profession altogether (Green & Munoz, 2016). Many researchers purport that meeting the needs of the millennial is essential or the millennial teacher will leave the school or maybe even the profession (Clement, 2016).

In the study, "Predictors of New Teacher Satisfaction in Urban Schools" conducted by Green and Munoz (2016), the researchers examined job satisfaction of new teachers in a large school district that served over 100,000 students and had a workforce of over 6000 teachers in an urban setting. The researchers collected data from public school teachers in the large urban district with three or fewer years of teaching experience. The researchers utilized a cross-sectional field research survey to collect data from 1,273 participants. The survey instrument was designed to learn how new teachers in the school district perceived their work by rating their job satisfaction. The findings of the study indicated that new teacher job satisfaction correlates significantly with several factors such as preparedness, school leadership, independence, time, and benefits. The findings further revealed that these factors could likely increase new teacher job satisfaction and retention in the teaching profession especially in the high need schools The researchers concluded that "satisfied effective teachers positively impact student learning" (Green & Munoz, 2016 p. 113).

The Gates Foundation also conducted a poll with teachers about job satisfaction. The Gates Foundation polled 40,000 teachers, and according to the results of the teachers indicated that supportive leadership, time for collaboration, access to high-quality curriculum and resources, clean and safe buildings and relevancy to professional

development are more important than higher salaries (Zhang & Zeller, 2016). These components were similar to the factors Green and Munoz (2016) indicated that correlated to job satisfaction and teacher retention.

As school districts seek to retain and maintain highly qualified teachers, it is important to remember that job satisfaction matter. Research suggests that school leaders can improve teacher job satisfaction by nurturing supportive relationships with teachers rather than having strict and harsh hierarchical policies and procedures (Knox & Anfara, 2013). Pogodzinski (2014) pointed out that novice teachers' perception of certain working conditions reflects their evaluation of school personnel's policies, practices, attitudes, and beliefs which eventually impacts their behavior regarding effort, commitment, and career decisions. Research has shown that when teachers' job satisfaction increases so do teacher retention (Farinde-Wu & Fitchett, 2018).

Teachers' Self-Efficacy

Stemming from the social cognitive theory of renowned Psychologist, Albert Bandura is self-efficacy. Bandura (1997) defined self-efficacy as a person's belief about his or her capability to produce desired results through his or her actions. Many researchers view self-efficacy as a psychological state of mind that embodies characteristics from the social cognitive theories (Korte & Simonsen, 2018). Bandura (1997) believed that most people had the desire to be successful regardless of the task. Bandura (1977) identified four sources of efficacy beliefs:

1. **Mastery Experiences (Performance Outcome)**: This source of efficacy is crucial because it equates to personal mastery experience.

2. **Vicarious Experiences**: People do not rely on experienced mastery as the sole source of information…but by observing others perform.
3. **Verbal Persuasion**: People are led, through suggestions; into believing they can cope successfully with what has overwhelmed them in the past.
4. **Emotional and Physiological States**: An emotional and physiological state is also known as emotional arousal. People rely on their state of physiological arousal in judging their anxiety and vulnerability to stress. (pp. 195-198)

The sources connected to the development of self-efficacy eventually improve the performance of the individual (see Figure 3). Other researchers and psychologists such as Psychologist James Maddux propose the fifth source to self-efficacy, and that is "imaginal experiences." "Imaginal experience" is described as the art of visualizing performing effectively or successfully in a given situation (Maddux, 2005). Self-efficacy is important to the success of individuals. In the words of Henry Ford, "some people think they can; some think they cannot. They are probably both right" (Dell, 2014, p. 1624).

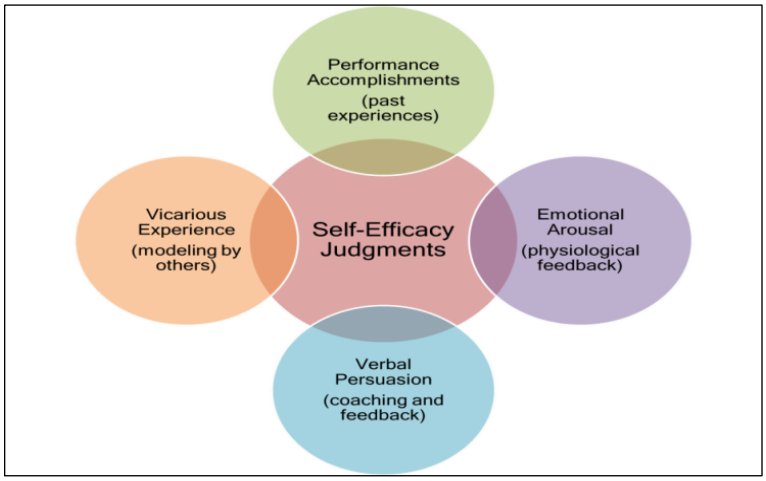


Figure 3. Sources of self-efficacy.

Teacher self-efficacy is about the desired learning goals of a teacher to improve his or her students' learning (Türkoğlu et al., 2017). Many researchers believe that the relationship between teacher self-efficacy and teacher retention correlate to Bandura's social cognitive theory (Huber, Fruth, Avila-John, & Lopez-Ramirez, 2016). When a teacher has a high level of self-efficacy, the teacher is successful in student engagement, instructional strategies, and classroom management as well as creating a positive learning environment (Türkoğlu et al., 2017). Research indicates that teachers who have low self-efficacy are more likely to experience burnout when compared to teachers with high self-efficacy (Gaikhorst et al., 2015). The teachers' sense of self-efficacy—the personal satisfaction that comes from feeling competent to do the job well—plays a role in his or her decision to stay or leave for both novice and veteran teachers (Krasnoff, 2014). Self-efficacy takes into account the teacher's ability to cope and handle demanding situations (Gaikhorst et al., 2015). Bandura (1995) believed that the ability to create a classroom environment conducive to learning depends on the talents and self-efficacy of teachers (Bandura, 1995). In California, a survey of 2000 current and former teachers revealed that the teachers felt greater personal satisfaction when they believed in their efficacy, were involved in decision making, and established strong collegial relationships (Krasnoff, 2014).

There are various reasons as to why teachers enter the profession; however, the teacher's decision to stay in the profession depends on their perception of effectiveness with their students (Hughes, 2012). The teacher's knowledge of the content area as well as the teacher's assigned school plays a vital role in the teacher's self-efficacy (Türkoğlu

et al., 2017). Bandura (1995) indicated that the teachers who believed in their instructional efficacy created mastery experiences for their students and thus improved the students' cognitive development. In the research study, "The Impact of Teacher Self-efficacy on the Students' Motivation and Achievement," conducted by Mojavezi and Tamiz (2012), the researchers examined the relationship between teacher self-efficacy and students' motivation and found that there was a significant correlation between teacher self-efficacy and students' motivation. Based on the research findings, the researchers pointed out that the higher the teacher self-efficacy, the higher the students' motivation. Majovezi and Tamiz also indicated that the results directly aligned with Bandura's observations that teachers who have a strong sense of efficacy about their capabilities can motivate their students to improve their cognitive development. Therefore, teachers' feelings of self-efficacy are related to teacher retention rates (Huber et al., 2016).

Summary

The literature surrounding teacher retention indicates that teacher retention is a complex issue with many contributing factors influencing the teachers' decision to remain or leave the teaching profession (Dahlkamp, 2017). By examining these factors, this research study will attempt to determine which factor(s) have the most significant impact on teacher retention with novice teachers in an identified large suburban/urban school district located in the Southeast region in the United States of America.

CHAPTER III

THEORETICAL FRAMEWORK

This research study determined which factors influenced novice teachers (0-3 years of experience) intent to stay, move, or leave the profession in a large suburban/urban school district in the Southeast region. In this study, two theories were utilized to create the Theoretical Framework: Frederick Herzberg's two-factor theory (1968), also known as the hygiene-motivation theory, and Albert Bandura's (1977) social cognitive self-efficacy theory. These theories are relevant and vital to the framework and structure of this study.

Two-Factor Theory

In 1959, Frederick Herzberg, along with two other colleagues, designed the two-factor theory by analyzing the results to the responses of a survey of approximately 200 engineers and accountants in the Pittsburgh area (Fisher, 2015). The participants of the research study were asked to identify their most satisfying and most dissatisfying job experiences to conclude what factors lead to job satisfaction (Thibodeaux, 2015). The research conducted by Herzberg (1968) allowed him to identify two sets of factors that influenced motivation and job satisfaction. According to the two-factor theory of job satisfaction, the main characteristics of job satisfaction are intrinsic factors of the job called motivators—achievement, recognition, the work itself, responsibility, and

advancement—while the main characteristics of job dissatisfaction are extrinsic factors of the job called hygiene—company policy and administration, supervision, salary, interpersonal relations with coworkers, and working conditions (King, 1970). Herzberg (1968) believed that in the workplace people are influenced by the two sets of factors—motivators or satisfiers and hygiene or dissatisfiers (Herzberg, 1968). Herzberg's theory posits that to improve job performance at work one should provide satisfiers, but to be mindful not to remove dissatisfiers because that would not improve the employee's performance (Fisher, 2015). Fisher (2015) suggested that,

> One of the implications of the Two-Factor Theory is that if employers want to motivate employees to make incremental effort or be more fully engaged or more committed to their job roles then organizations need to build processes and programs that allow these factors to flourish. (p. 17)

Herzberg (1968) discovered that when workers succeed or feel successful because of their performance and behavior, it directly contributes to satisfaction in the workplace and positive attitudes around workers. Herzberg's motivator and hygiene factors are similar to Maslow's hierarchy of needs (Thibodeaux, 2015). Over the years, the two-factor theory has been tested and applied to many motivational studies (Taleb & Fathi, 2013). Figure 4 illustrates Herzberg's (1968) two-factor theory of satisfiers/motivators and dissatisfiers/hygiene adapted from Business Studies Motivational Theories. This theory is led by the perceptions of the novice teacher profession because it relates to teacher satisfaction or job satisfaction (Thibodeaux, 2015).

Figure 4. Herzberg's two-factor theory.

Self-Efficacy Theory

In addition to the two-factor theory, the researcher also included the self-efficacy theory. Psychologist Albert Bandura is well known for his work in self-efficacy. Bandura (1997) defined self-efficacy as a person's belief about his or her capability to produce desired results through his or her actions. Researchers from Cengage Learning indicated that Bandura believed individuals with a high sense of self-efficacy approach problematic tasks as challenges to be met, rather than threats to be avoided (Krapp, 2015).

McKim and Velez (2017) expounded on Bandura's four conceptualized experiences critical to the development of an individual's self-efficacy:

1. **The Mastery Experience.** The mastery experience refers to completing a given task successfully. Past successes provide a roadmap for future success, thus enhancing self-efficacy. Bandura identified the mastery experience as the most effective way of self-efficacy.
2. **Vicarious Experience**. The vicarious experience involves observing another individual to complete a given task. Vicarious experiences are the most powerful when the individual observed is similar to the observer.
3. **Social/Verbal Persuasion**. Social or verbal persuasion necessitates words of encouragement or a pep talk.
4. **Physiological and Psychological States.** The physiological state of self-efficacy refers to biological (sweaty palms) and psychological state refers to emotional (nervousness) when contemplating a given task. Perceptions of the physiological and psychological-emotional state provide clues for individuals as to how successful or unsuccessful they will be when attempting a given task. (p. 74)

Bandura (1993) contended that these beliefs of self-efficacy are critical to success in almost any area.

The role self-efficacy plays in teaching and learning continues to spark the interest of educational researchers such as Mojavezi and Tamiz (2012) and have recognized the value of using the concept of self-efficacy in the development of teachers (McKim & Velez, 2017). In the field of education, researchers use the phrase teachers' self-efficacy. Teacher self-efficacy is about the desired learning goals of a teacher to

improve his or her students' learning (Türkoğlu et al., 2017). Research studies have shown that when a teacher has a high level of self-efficacy, the teacher is successful in student engagement, instructional strategies, and classroom management as well as creating a positive learning environment (Türkoğlu et al., 2017). Research indicates that teachers who have low self-efficacy are more likely to experience burnout when compared to teachers with high self-efficacy (Gaikhorst et al., 2015).

Both theories will frame the importance of teacher retention and factors that may influence novice teachers' intent to remain in the suburban/urban school district in the Southeast region as well as assist in the clarity of outcomes of the research study.

CHAPTER IV

RESEARCH METHODOLOGY

A mixed method research design was used to carry out the current research study. The concept of mixed methods originated in 1959 when Campbell and Fisk used multi-methods to study the validity of psychological traits (Creswell & Creswell, 2018). For the proposed study, the rationale for the approach was to obtain statistical, quantitative results from the sample and then follow-up with a few individuals to help explain those results in more depth (Creswell & Creswell, 2018). Researchers refer to this design as the sequential explanatory research strategy (see Figure 5).

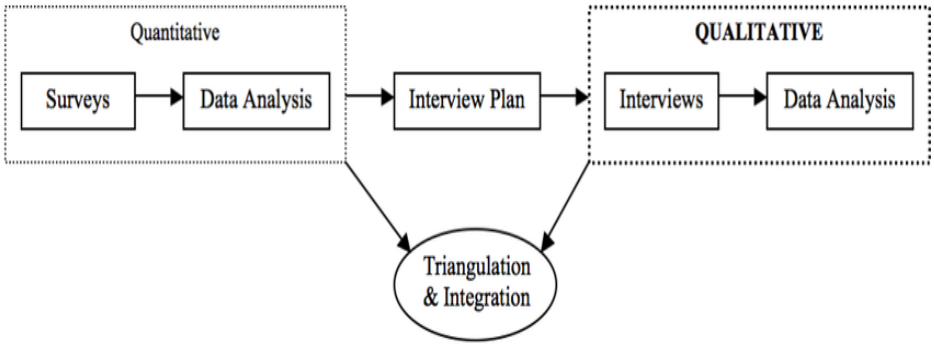


Figure 5. Sequential explanatory design.

Creswell and Creswell (2018) pointed out that a sequential explanatory design is used to explain and interpret quantitative results by collecting and analyzing follow-up qualitative data. More importantly, the design strategy allowed the researcher to determine whether there was a relationship between selected factors—induction program,

mentoring, professional development, support, job satisfaction, teachers self-efficacy, and teacher retention—and analyze the novice teachers' perceptions as to whether these factors influenced their decision to remain in the profession. This chapter includes a description of the setting along with the study population, the sampling technique, and the data collection method.

Mixed-method research is more than collecting and analyzing both kinds of data: it involves the use of both approaches so that the overall strength of the study is higher than either qualitative or quantitative research (Creswell & Creswell, 2018). The quantitative portion of the research consisted of administering a survey to the participants using a Likert Scale. The quantitative data served to provide a foundation for the research. The variables were measured, and the data were analyzed using a statistical procedure (Creswell & Creswell, 2018). The researcher utilized Pearson's correlation coefficient statistical procedure to determine whether and to what degree a relationship existed between the quantifiable variable (Gay, Mills, and Airasian, 2012). According to researchers, when two variables are highly correlated, the correlation value is near +1.00 or -1.00; if the number is near +1.00, then there is a positive correlation value; and if the number is near -1.00 there is a negative correlation (Gay et al., 2012). The qualitative approach focused on novice teachers' perceptions, views, and opinions. The researcher utilized open-ended questions during interviews, and field notes to validate their findings (Creswell & Creswell, 2018). The researcher also utilized additional methods of communication such as email, Survey Monkey, and Forms. The data from qualitative research allowed the researcher to gain a better understanding of the novice teachers'

perceptions. The research questions guided the study. The sequential explanatory research strategy design model was beneficial because the results of the study were validated and substantiated (see Table 1).

Table 1

Alignment of Research Protocols to Research Questions

	Research Questions	Survey Questions	Interview Question
RQ1.	Is there a relationship between the perceived effectiveness of the district's induction program and teacher retention in a large suburban/urban school district in the Southeast region?	2-5	2
RQ2.	Is there a relationship between the quality of mentorship and teacher retention in a large suburban/urban school district in the Southeast region?	6-9	3
RQ3.	Is there a relationship between preservice preparation and teacher retention in a large suburban/urban school district in the Southeast region?	10-12	4
RQ4.	Is there a relationship between perceived usefulness of professional development provided and teacher retention in a large suburban/urban school district in the Southeast region?	13-15	5
RQ5.	Is there a relationship between job satisfaction and teacher retention in a large suburban/urban school district in the Southeast region?	16-18	6
RQ6.	Is there a relationship between administrative support and teacher retention in a large suburban/urban school district in the Southeast region?	19-20	7

(continued)

Research Questions	Survey Questions	Interview Question
RQ7. Is there a relationship between teacher efficacy and teacher retention in a large suburban/urban school district in the Southeast region?	21-22	8
RQ8. Which variable/factor has the most significant impact on teacher retention in a large suburban/urban school district in the Southeast region?	31	9

Description of the Setting

The research study took place in a large suburban/urban school district identified schools in the Southeast region. This large suburban/urban school district is one of Georgia's largest school districts. The demographic component of the school district was mostly African Americans and Hispanics at 80%. The percentage of white, Asian and others was less than 20%. According to the district's website, the district serves over 100,000 students, employs more than 15,000 staff members which include nearly 7,000 teachers. Furthermore, the district also has multiple science, technology, engineering, and mathematics (STEM) certified schools as well as many other school choice programs such as Montessori, charter schools, theme, magnet and International Baccalaureate (IB).

The identified area for the study has 16 schools. There are three high schools (HS), three middle schools (MS) and ten elementary schools (ES). All 16 schools are high poverty schools and received Title One funding. The National Center for Education Statistic (NCES) defines high-poverty schools as public schools where more than 75% of the student body is eligible for free or reduced price lunch (Gray & Taie, 2015). In the

identified region, there are 127 novice teachers in the region. The researcher invited all 127-novice teachers to participate in the study with the expectation of having a sample of at least 35-40 novice teachers to participate.

Sampling

The purposive sampling method was the nonprobability type of sampling that was the most appropriate for this study. Researchers indicate that purposive sampling deal with the assumption that the investigator wants to discover, understand, and gain insight and, therefore, must select a sample from which the most can be learned (Merriam & Tisdell, 2016). The researcher selected the sampling of novice teachers (0-3 years of experience) in the identified Southeast region of a large suburban/urban school district to complete the survey to determine the perception of novice teachers' intent to stay, move, or leave. This nonprobability sampling employed the expert sampling strategy. Yin (2015) stated that in purposive sampling, the goal or purpose for selecting the specific study unit is to have those that will yield the most relevant and plentiful data given the topic of study.

Working with Human Subjects

For the proposed research study, each of the novice teachers who responded to the invitation received a consent form. The researcher asked the teachers to read, sign and return the consent form. The consent form included purpose, process, participation benefits, and other frequently asked questions. The form also included anonymity and confidentiality information. The survey included the consent form in the survey link). The researcher also submitted a proposal to Clark Atlanta University’s Office of

Research and Sponsored Programs and gained approval from the Instructional Review Board (IRB). The researcher administered the survey first and based on the responses, the researcher identified individuals and conducted follow-up interviews. During the follow-up interviews, the researcher used Office 365 Forms as an electronic submission to the questions as well as audio equipment and field notes to have an accurate account of the interview process.

Data Collection and Instrumentation

The researcher collected data on each variable through surveys and interviews. The researcher and researcher's dissertation committee adapted and developed the teacher survey and interview questions.

The researcher collected data by following the outlined steps:

1. Completed and submitted an IRB application to the university.
2. Completed and submitted the district's Research Review Board Application and included chapters 1-4 with the application.
3. The researcher created an online survey link for the participants through a web-based online platform (Survey Monkey).
4. The researcher emailed site leaders/principals to identify teachers with 0 to 3 years of experience in the identified schools.
5. The researcher contacted the administrator of each school to schedule a site visit. During the meeting with the researcher explained the procedure for administering the survey, reviewed the consent form, and discussed how the research would benefit the school and district.

6. After meeting briefly with the teachers, the researcher emailed the novice teacher an online survey link to complete.
7. The researcher invited novice teachers to participate in the study. When novice teachers agreed to participate, the researcher provided the participants with a consent form and sent an email from Survey Monkey. The link was s also included in the link from Survey Monkey.
8. Once the researcher collected the data, the researcher utilized the statistical application SPSS to conduct a Pearson Correlational analysis to determine which independent variables had an impact on teacher retention.
9. After the Pearson Correlational Analysis, the researcher contacted novice teachers and scheduled follow-up interviews to gain a better understanding of the novice teachers' perceptions.
10. The researcher summarized the interviews by identifying common themes of all responses from the participants.

Definition of the Variables

Dependent Variable

Teacher Retention: The intent to stay in the same school in the district identified region, move to another school in the district or leave the field of education during the novice phase.

Independent Variables

Induction Program is a comprehensive multi-year program that trains new teachers in the academic standards and vision of the district in order to provide support for their professional career (Wong, 2004).

Mentoring is a collaborative relationship, built on communication, between a trained teacher and a novice teacher (McCann, 2013).

Teacher Preparation Programs are programs offered at the college or university level that lead to a degree in teaching/education or external programs that offer alternative routes for individuals to obtain a professional teaching certification.

Professional Development is structured professional learning that results in changes in teacher practices and improvement in student learning outcomes (Darling-Hammond et al., 2017).

Job Satisfaction is a mixture of intrinsic or extrinsic factors experienced by teachers on the job, which produce a pleasurable or positive emotional state.

Administrative Support is a combination of elements such as including teachers in decision-making, demonstrating respect and appreciation for the novice teacher and their work, providing instructional resources and feedback provided by the administrators (principal and assistant principal) to assist the novice teacher.

Teachers' Efficacy is the teacher's confidence in their ability to perform their job with a focus on student achievement as a goal (Türkoğlu, Cansoy, & Parlar, 2017).

Millennials also are known as Generation Y is a demographic cohort consisting of individuals born between 1982 and 2004 whose values and work ethics have influenced the workforce (Holmberg-Wright et al., 2017).

Summary

The proposed sequential explanatory mixed method research study surveyed 48 novice teachers and conducted seven interviews. The researcher examined the relationship between selected factors and the novice teacher's intent to stay, move or leave the teaching profession.

CHAPTER V

DATA PRESENTATION AND ANALYSIS

Restatement of the Purpose

The purpose of the sequential explanatory mixed method research study was to determine what factor(s) influenced novice teachers (0-3 years of experience) to remain in the profession in an identified region of the school district located in the Southeast region of the United States of America. In the first phase of the study, quantitative research questions were utilized to address the relationship between the independent variables: (a) induction program, (b) mentoring, (c) teacher preparation programs, (d) professional development, (e) administrative support (f) job satisfaction, and (g) teachers self-efficacy, and the dependent variable of teacher retention. Information from the first phase was explored further in a second qualitative phase. In the second phase, qualitative interviews were used to probe significant survey results by exploring aspects of the novice teachers' perceptions on teacher retention with a group of seven participants in the identified schools of a large suburban/urban school district located in the Southeast region of the United States.

This study used a mixed method research design. The rationale for this approach was to obtain quantitative statistical results from the survey as well as the qualitative data from the follow-up interviews to help explain those results in more depth. This sequential explanatory strategy allowed the researcher to gain an in-depth understanding of the data.

Quantitative Data Analysis and Procedures

The principals received a questionnaire via email in order to identify the number of novice teachers in each school as well as the names of the novice teachers. Based on the information provided by the schools' site leaders, the researcher met with the identified novice teachers. The researcher provided each participant with an informational packet explaining the purpose, significance, and other frequently asked questions about the study. The research informed the novice teachers that their participation in this study was entirely voluntary. The researcher also explained to the teachers that they could decide not to be in the study or could change their mind about being in the study at any time (see Appendix A). After the brief meeting, the researcher then asked each teacher/participant to complete the survey sent to his/her email account. The researcher utilized a web-based online survey format (Survey Monkey) to gain consent from participants (see Table 2).

Table 2

Electronic Consent Responses

Q1. Electronic Consent: Please select the choice below. By clicking the "Agree" button indicates that *You have read the above information*You voluntarily agree to participate*You are 18 years of age or older.

Answer Choices	Responses	
Agree	100.00%	48
Disagree	0.00%	0
	Answered	48
	Skipped	1

The survey platform was also utilized to collect data as well as to analyze the data through the Statistical Package for Social Science (SPSS). The survey was formatted and developed to answer the research questions. The survey contained 31 items, which included an electronic consent question. Survey questions 2-22 used the Likert scale ratings of 1 through 7 (1 = Strongly Disagree, 2 = Disagree, 3 = Somewhat Disagree, 4 = Neither Agree nor Disagree, 5= Somewhat Agree, 6= Agree, and 7 = Strongly Agree) to gather novice teachers' perceptions on the factors influencing their intent to remain in the teaching profession. A 7-point Likert scale rating was selected because some studies have shown that smaller studies where N is less than or equal to 100, a 7-point scale was better for data distribution (Yin, 2015). Items numbers 23-29 collected demographic data from the participants and items numbers 30-31 collected the novice teachers' intent to return as well as which factor influenced them the most to remain in the profession. The teachers were given three days to complete the survey. A reminder email was sent each day after the initial email.

Demographic Characteristics of the Participants

The demographic portion of the survey asked teachers to identify their gender, racial or ethnic identity, age, marital status, degree level held, grade level taught, and content area taught. Table 3 illustrates the survey responses from the participants.

A total of 127 teachers received the survey link with a return of 46 completed responses and three partially completed responses. The responses included 21.74% males and 78.26% females. The racial and ethnic identity comprised of 86.96% of African-American/black, 8.70% white, and 4.35% other.

Table 3

Demographic Information

Answer Choices	Responses	
Gender		
Male	21.74%	10
Female	78.26%	36
Other	0.00%	0
	Answered	46
	Skipped	3
Racial and Ethnic Identity (Select all that apply)		
African American/Black	86.96	40
Hispanic	0.00%	0
American Indian/Alaskan Native	0.00%	0
Pacific Islander	0.00%	0
South Asian	0.00%	0
Southeast Asian	0.00%	0
White	8.70%	4
None of the above (please specify)	4.35%	2
	Answered	46
	Skipped	3
Age		
18 to 24	21.74%	10
25 to 34	41.30%	19
35 to 44	23.91%	11
45 to 54	8.70%	4
55 to 64	4.35%	2

(continued)

Answer Choices	Responses	
65 to 74	0.00%	0
75 or older	0.00%	0
	Answered	46
	Skipped	3
Marital Status (Which of the following categories best describes your marital status?)		
Single	75.56%	34
Married	13.33%	6
Divorced	6.67%	3
Other	4.44%	2
	Answered	45
	Skipped	4
Highest Degree Level (What is the highest degree level of education have you completed?		
Bachelor's Degree	54.35%	25
Master's Degree	43.48%	20
Specialist Degree	2.17%	1
Doctoral Degree	0.00%	0
	Answered	46
	Skipped	3
Grade Level (Which grade level do you currently teach? If you teach multiple grades, please select the highest grade level.		
K-5	60.87%	28
6-8	23.91%	11

(continued)

Answer Choices	Responses	
Grade Level (continued)		
9-12	15.22%	7
	Answered	46
	Skipped	3
What subject area or content area do you teach?		
Mathematics	28.26%	13
English	10.87%	5
Science	4.35%	2
Social Studies	8.70%	4
Health and Physical Education	0.00%	0
Music (Band, Orchestra or Choral Music)	2.17%	1
Fine Arts (Art, Drama, Dance)	0.00%	0
Career, Technical, and Agricultural Education (CTAE)	4.35%	2
World Language	0.00%	0
All Core Content	41.30%	19
Other	0.00%	0
	Answered	46
	Skipped	3

Although the majority of the teachers were in the age range of 25-34 (41.30%), the distribution covered nearly all age groups with 21.74% in the 18-24 age range, 23.91% in the 35 to 44 age range, 8.70% in the 45 to 54 age range, and 4.35% in the 55 to 64 age range. The marital status questions indicated that 75.56% of the participants were single, 13.33% indicated that they were married, 6.67% indicated that they were divorced, and 4.44% identified others. Nearly half of the participants have a master’s degree (43.48%), 54.35% of the participants have a bachelor's degree, and 2.17% of the

participants have a specialist degree. The majority of the responses came from the elementary level (60.87%), 23.91% teach in the middle schools, and 15.22% teach in the high schools. Most of the participants indicated that they teach all content areas (41.30%), 28.26% teach mathematics, 10.87% teach English, 2.17% teach music, and 4.35% teach the Career, Technical, and Agriculture Education (CTAE) courses.

The researcher also asked teachers his or her intent for the upcoming school year, and what factor influenced his or her intent to remain in the teaching profession. The results of the survey indicated that 82.22% of the teachers intend to remain at the current school, 11.11% indicated that they would move to another school in the district, 2.22% of the teachers plan to move to another school district, and 4.44% indicated that they would leave the teaching profession (see Table 4).

Table 4

Intent for the Upcoming School Year

Answer Choices	Responses	
The intent for the upcoming school year?		
Stay at the current school.	82.22%	37
Move to another school in the district	11.11%	5
Move to another school district	2.22%	1
Leave the teaching profession	4.44%	2
	Answered	45
	Skipped	4

When asked which factor influenced his or her intent to remain in the teaching profession, 39.13% of the teachers indicated teacher self-efficacy, and 23.91% indicated overall job satisfaction. Other factors such as administrative support (15.22%), induction program (2.17%); quality of mentorship (2.17%) and others (17.39%) lagged behind teacher efficacy and job satisfaction. No one indicated teacher preparation and professional development as a factor that influenced their intent to remain in the teaching profession (see Table 5).

Table 5

Intent to Remain in the Teaching Profession

Answer Choices	Responses	
Which of the following influences the novice teacher's Intent the most to remain in the teaching profession?		
Induction Program	2.17%	1
Quality Mentorship	2.17%	1
Preservice Preparation (Prepared for teaching)	0.00%	0
The Professional Development activities	0.00%	0
Overall Job Satisfaction	23.91%	11
Supportive School (school leadership, students' discipline and resources)	15.22%	7
Teachers' Self-Efficacy - The Joy of Teaching	39.13%	18
Other	17.39%	8
	Answered	46
	Skipped	3

The survey items were grouped based on independent variables and or identified factors. The factors were: induction program, mentorship, preservice preparation, professional development, job satisfaction, administrative support, and teacher efficacy. The researcher utilized Pearson's Correlation Coefficient statistical procedure to determine the relationship between the independent variables and the dependent variable. Pearson's correlation coefficient (r) measured the strength of the association between the dependent variable the novice teachers' intent and independent variables identified factors. The responses from each group of questions associated with the factor were analyzed by the research question to determine if there was a correlation.

Survey questions 2–5 addressed Research Question 1:

RQ1: Is there a relationship between the perceived effectiveness of the district's induction program and teacher retention?

Based on the responses from the teachers 39.13% agreed or strongly agreed that the induction program provided content support, 28.26% agreed that the induction program provided an opportunity to visit model classrooms, 56.54% agreed or strongly agreed that there was structured time to collaborate with a network or teachers. When asked whether overall the induction program activities were useful for the novice teacher, 43.48% of the teachers agreed or strongly agreed with the statement; however, there was no significant relationship between intent to leave and the effectiveness of the induction program (see Tables 6-10).

Table 6

Induction Program Content Support

Answer Choices	Responses	
The Induction Program provides content support.		
Strongly Disagree	4.35%	2
Disagree	10.87%	5
Somewhat Disagree	10.87%	5
Neither Agree Nor Disagree	10.87%	5
Somewhat Agree	23.91%	11
Agree	36.96%	17
Strongly Agree	2.17%	1

Table 7

Induction Program Model Classrooms

Answer Choices	Responses	
The Induction Program provides an opportunity to visit model classrooms.		
Strongly Disagree	13.04%	6
Disagree	21.74%	10
Somewhat Disagree	8.70%	4
Neither Agree Nor Disagree	10.87%	5
Somewhat Agree	17.39%	8
Agree	28.26%	13
Strongly Agree	0.00%	0

Table 8

Structured Time to Collaborate with Teachers

Answer Choices	Responses	
There is a structured time to collaborate with a network of teachers.		
Strongly Disagree	4.35%	2
Disagree	4.35%	2
Somewhat Disagree	6.52%	3
Neither Agree Nor Disagree	6.52%	3
Somewhat Agree	21.74%	10
Agree	43.48%	20
Strongly Agree	13.04%	6

Table 9

Overall Induction Program Activities

Answer Choices	Responses	
Overall, the Induction Program activities were useful.		
Strongly Disagree	4.35%	2
Disagree	6.52%	3
Somewhat Disagree	4.35%	2
Neither Agree Nor Disagree	15.22%	7
Somewhat Agree	26.09%	12
Agree	32.61%	15
Strongly Agree	10.87%	5

Table 10

Induction Program Effectiveness

There was no significant relationship between intent to leave and the effectiveness Of the induction program, r (44) = -.193, p =.209

Correlations

		Intent to Leave	Induction Program Effectiveness
Intent to Leave	Pearson Correlation	1	-.193
	Sig. (2-tailed)		.209
	N	44	44
Induction Program Effectiveness	Pearson Correlation	-.193	1
	Sig. (2-tailed)	.209	
	N	44	45

Survey questions 6-9 addressed Research Question Number 2:

RQ2: Is there a relationship between the quality of mentorship and teacher retention?

More than half (52.18%) of the novice teachers agreed or strongly agreed that the assigned mentor provided feedback on his or her teaching practices, but only 17.40% agreed or strongly agreed that the assigned mentor provided support. When asked whether there was a structured time to meet with the assigned mentor, 39.13% agreed or strongly agreed. More than half of the teachers (54.34%) agreed or strongly agreed that the assigned mentor motivated him or her to remain in the teaching profession.

Tables 11-15 show that there was no significant relationship between intent to leave and the quality of mentorship.

Table 11

Mentor Feedback Regarding Teaching Practices

Answer Choices	Responses	
The assigned mentor provides feedback in regards to teaching practices.		
Strongly Disagree	8.70%	4
Disagree	15.22%	7
Somewhat Disagree	4.35%	2
Neither Agree Nor Disagree	6.52%	3
Somewhat Agree	13.04%	6
Agree	32.61%	15
Strongly Agree	19.57%	9

Table 12

Support of Mentor

Answer Choices	Responses	
The assigned mentor provides support (practical, pedagogical and personal support).		
Strongly Disagree	6.52%	3
Disagree	21.74%	10
Somewhat disagree	0.00%	0
Neither agree nor disagree	8.70%	4
Somewhat agree	8.70%	4
Agree	36.96%	17
Strongly agree	17.39%	8

Table 13

Structured Time to Work with a Mentor

Answer Choices	Responses	
There is a structured time to work with a mentor.		
Strongly Disagree	8.70%	4
Disagree	15.22%	7
Somewhat Disagree	4.35%	2
Neither Agree Nor Disagree	6.52%	3
Somewhat Agree	13.04%	6
Agree	32.61%	15
Strongly Agree	19.57%	9

Table 14

Motivation of Mentor

Answer Choices	Responses	
The assigned mentor motivates the novice teacher to remain in the teaching profession.		
Strongly Disagree	6.52%	3
Disagree	15.22%	7
Somewhat Disagree	2.17%	1
Neither Agree Nor Disagree	10.87%	5
Somewhat Agree	10.87%	5
Agree	30.43%	14
Strongly Agree	23.91%	11

Table 15

Relationship between Intent to Leave and Quality of Mentorship

There was no significant relationship between intent to leave and quality of mentorship, $r(44) = -.256$, $p = .094$.

Correlations

		Intent to Leave	Quality of Mentorship
Intent to Leave	Pearson Correlation	1	-.256
	Sig. (2-tailed)		.094
	N	44	44
Quality of Mentorship	Pearson Correlation	-.256	1
	Sig. (2-tailed)	.094	
	N	44	45

Survey questions 10-12 addressed Research Question Number 3:

RQ3: Is there a relationship between preservice preparation and teacher retention?

The majority of the participants (56.52%) entered the teaching profession through the College or University Teacher Education Program. 19.57% of the participants entered through Strategic Waiver, 8.70% of the participants indicated Teach for America as well as Teacher Academy for Preparation and Pedagogy (TAPP), 6.52% selected other; 60% of the participants strongly agreed or agreed that the teacher program prepared them to provide quality instruction to their students; 54.35% of the teacher strongly agreed or agreed that the preparation program prepared them to serve the social-cultural needs and

expectations of diverse students. Tables 16-19 show the correlations between intent to leave and teacher preparation.

Table 16

Teacher Preparation Program and Quality Instruction

Answer Choices	Responses	
The teacher preparation program prepared the novice teacher to provide quality instruction.		
Strongly Disagree	2.22%	1
Disagree	2.22%	1
Somewhat Disagree	6.67%	3
Neither Agree Nor Disagree	11.11%	5
Somewhat Agree	17.78%	8
Agree	31.11%	14
Strongly Agree	28.89%	13

Table 17

Teacher Preparation Program and Needs of Diverse Students

Answer Choices	Responses	
The teacher preparation program prepared the novice teacher to serve sociocultural needs and expectations of diverse students.		
Strongly Disagree	6.52%	3
Disagree	6.52%	3
Somewhat Disagree	10.87%	5

(continued)

Answer Choices	Responses	
Neither Agree Nor Disagree	10.87%	5
Somewhat Agree	10.87%	5
Agree	36.96%	17
Strongly Agree	17.39%	8

Table 18

Relationship between Intent to Leave and Teacher Preparation

There was no significant relationship between intent to leave and teacher preparation, r(44)= -.258, p= .094.

Correlations

		Intent to Leave	Teacher Preparation
Intent to Leave	Pearson Correlation	1	-.258
	Sig. (2-tailed)		.094
	N	44	43
Teacher Preparation	Pearson Correlation	-.258	1
	Sig. (2-tailed)	.094	
	N	43	44

Regardless of the teaching pathway, most participants indicated that they would remain at the school (see Table 19).

Table 19

Intent to Leave by Teacher Preparation Route

			Intent to Leave by Teacher Preparation Route					
			College or University	Alternate Route	TAPP	Strategic Waiver	Other	Total
Intent To Leave	Stay at school	Count	19	3	3	8	3	36
		% within route	79.2%	75.0%	75.0%	88.9%	100.0%	81.8%
	Move to another school	Count	4	1	0	0	0	5
		% within route	16.7%	25.0%	0.0%	0.0%	0.0%	11.4%
	Move to another SD	Count	0	0	0	1	0	1
		% within route	0.0%	0.0%	0.0%	11.1%	0.0%	2.3%
	Leave teaching	Count	1	0	1	0	0	2
		% within route	4.2%	0.0%	25.0%	0.0%	0.0%	4.5%
Total		Count	24	4	4	9	3	44
		% within route	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Survey questions 13-15 addressed Research Question Number 4:

RQ4: Is there a relationship between professional development and teacher retention?

Of the participants, 52.18% strongly agreed or agreed that the professional development activities enhanced their instructional practices (see Table 20). When asked whether the professional development activities supported how to differentiate instruction for a variety of learner, 45.65% strongly agreed or agreed (see Table 21).

Table 20

Professional Development and Instructional Practices

Answer Choices	Responses	
The professional development activities enhanced instructional practices.		
Strongly Disagree	2.17%	1
Disagree	6.52%	3
Somewhat Disagree	6.52%	3
Neither Agree Nor Disagree	10.87%	5
Somewhat Agree	21.74%	10
Agree	36.96%	17
Strongly Agree	15.22%	7

Table 21

Professional Development Activities and Instruction

Answer Choices	Responses	
The professional development activities provide support on how to differentiate instruction for a variety of learners.		
Strongly Disagree	4.35%	2
Disagree	8.70%	4
Somewhat Disagree	4.35%	2
Neither Agree Nor Disagree	15.22%	7
Somewhat Agree	21.74%	10
Agree	30.43%	14
Strongly Agree	15.22%	7

Additionally, when asked if the professional development activities provided were useful, 53.33% strongly agreed or agreed (see Table 22). Table 23 shows the correlations between intent to leave and teacher professional development. There was no significant relationship.

Table 22

Usefulness of the Professional Development Activities

Answer Choices	Responses	
Overall, the professional development activities provided were useful.		
Strongly Disagree	0.00%	0
Disagree	8.89%	4
Somewhat Disagree	6.67%	3
Neither Agree Nor Disagree	8.89%	4
Somewhat Agree	22.22%	10
Agree	42.22%	19
Strongly Agree	11.11%	5

Table 23

Correlations between Intent to Leave and Professional Development

There was no significant relationship between intent to leave and professional development, $r(44) = -.193$, $p = .209$.

Correlations

		Intent to Leave	Professional Development
Intent to Leave	Pearson Correlation	1	-.268
	Sig. (2-tailed)		.082
	N	44	43
Professional Development	Pearson Correlation	-.268	1
	Sig. (2-tailed)	.082	
	N	43	44

Survey questions 16-18 addressed Research Question Number 5:

RQ5: Is there a relationship between job satisfaction and teacher retention?

Of the participants, 68.18% strongly agreed or agreed that the work involved in teaching is worth it (see Table 24), another 65.22% strongly agreed or agreed that they enjoyed going to work each day (see Table 25), and 62.22% of the participants strongly agreed or agreed that they are satisfied with being a teacher (see Table 26). There was a moderate significant relationship between intent to leave and job satisfaction, which means the higher the job satisfaction, the less likely a novice teacher will leave (see Table 27).

Table 24

Novice Teacher Beliefs

Answer Choices	Responses	
The novice teacher believes the work involved in teaching is worth it.		
Strongly Disagree	0.00%	0
Disagree	6.82%	3
Somewhat Disagree	2.27%	1
Neither Agree Nor Disagree	6.82%	3
Somewhat Agree	15.91%	7
Agree	40.91%	18
Strongly Agree	27.27%	12

Table 25

Working Each Day

Answer Choices	Responses	
I enjoy coming to work each day.		
Strongly Disagree	8.70%	4
Disagree	2.17%	1
Somewhat Disagree	0.00%	0
Neither Agree Nor Disagree	4.35%	2
Somewhat Agree	19.57%	9
Agree	47.83%	22
Strongly Agree	17.39%	8

Table 26

Satisfaction with Being a Teacher

Answer Choices	Responses	
I am satisfied with being a teacher.		
Strongly Disagree	8.89%	4
Disagree	4.44%	2
Somewhat Disagree	2.22%	1
Neither Agree Nor Disagree	8.89%	4
Somewhat Agree	13.33%	6
Agree	31.11%	14
Strongly Agree	31.11%	14

Table 27

Correlations between Intent to Leave and Job Satisfaction

There was no significant relationship between intent to leave and job satisfaction, $r(44) = -.193$, $p = .209$.

Correlations

		Intent to Leave	Professional Development
Intent to Leave	Pearson Correlation	1	-.535**
	Sig. (2-tailed)		.000
	N	44	42
Job Satisfaction	Pearson Correlation	-.535**	1
	Sig. (2-tailed)	.000	
	N	42	43

**. Correlation is significant at the 0.01 level (2-tailed).

Survey questions 19-20 addressed Research Question Number 6:

RQ6: Is there a relationship between administrative support and teacher retention?

More than half (54.35) of the participants strongly agreed or agreed that the principal's behavior toward the staff is supportive and encouraging. When asked if the principal ensured that the necessary materials were available as needed, 67.39% strongly agreed or agreed (see Tables 28-29). There was a moderate significant relationship between intent to leave and administrative support; therefore, the higher the administrative support, the less likely a novice teacher will leave (see Table 30).

Table 28

School Administration's Behavior toward Staff

Answer Choices	Responses	
The school administration's behavior toward staff is supportive and encouraging.		
Strongly Disagree	10.87%	5
Disagree	4.35%	2
Somewhat Disagree	8.70%	4
Neither Agree Nor Disagree	4.35%	2
Somewhat Agree	17.39%	8
Agree	21.74%	10
Strongly Agree	32.61%	15

Table 29

Classroom Materials Provided by Principal

Answer Choices	Responses	
The principal ensures that necessary materials such as textbooks, supplies, and copy machines are available as needed for the novice teacher.		
Strongly Disagree	10.87%	5
Disagree	2.17%	1
Somewhat Disagree	0.00%	0
Neither Agree Nor Disagree	4.35%	2
Somewhat Agree	15.22%	7
Agree	39.13%	18
Strongly Agree	28.26%	13

Table 30

Correlations between Intent to Leave and Job Satisfaction

There was no significant relationship between intent to leave and administrative Support, $r(44) = -.193$, $p = .209$.

Correlations

		Intent to Leave	Administrative Support
Intent to Leave	Pearson Correlation	1	-.447**
	Sig. (2-tailed)		.002
	N	44	44
Administrative Support	Pearson Correlation	-.447**	1
	Sig. (2-tailed)	.002	
	N	44	45

**. Correlation is significant at the 0.01 level (2-tailed).

Survey questions 21-22 addressed Research Question Number 7:

RQ7: Is there a relationship between teacher efficacy and teacher retention?

Of the participants, 63.04% strongly agreed or agreed that they were able to teach the content successfully (see Table 31). 82.61% of the participants indicated that they were convinced as time goes by; they would continue to grow in their profession and address their students' needs (see Table 32). There was a weak significant relationship between intent to leave and teacher self-efficacy. The weak significant relationship means the higher the teacher self-efficacy, the less likely a novice teacher will leave (see Table 33).

Table 31

Teaching the Content Successfully

Answer Choices	Responses	
I can teach the content successfully.		
Strongly Disagree	4.35%	2
Disagree	2.17%	1
Somewhat Disagree	6.52%	3
Neither Agree Nor Disagree	4.35%	2
Somewhat Agree	19.57%	9
Agree	45.65%	21
Strongly Agree	17.39%	8

Table 32

Teacher's Ability to Address Students' Needs

Answer Choices	Responses	
I am convinced that, as time goes by, I will continue to become more and more capable of helping to address my students' needs.		
Strongly Disagree	2.17%	1
Disagree	0.00%	0
Somewhat Disagree	2.17%	1
Neither Agree Nor Disagree	2.17%	1
Somewhat Agree	10.87%	5
Agree	21.74%	10
Strongly Agree	60.87%	28

Table 33

Correlations between Intent to Leave and Teacher Self-Efficacy

There was no significant relationship between intent to leave and Teacher Self-Efficacy, $r(44) = -.193$, $p = .209$.

Correlations

		Intent to Leave	Teacher Self-Efficacy
Intent to Leave	Pearson Correlation	1	-.323*
	Sig. (2-tailed)		.032
	N	44	44
Teacher Self-Efficacy	Pearson Correlation	-.323*	1
	Sig. (2-tailed)	.032	
	N	44	45

**. Correlation is significant at the 0.01 level (2-tailed).

RQ8: Which variable/factor has the most significant impact on teacher retention?

When analyzing the most critical factor that affect the novice teacher decision to remain in the teaching profession, the data revealed in Table 34 that teacher self-efficacy (40%) was the most important, followed by job satisfaction (22%).

Table 34

Critical Factors that Affect the Novice Teacher

Influence			
		Frequency	Percent
Valid	1. Induction Program	1	2.2
	2. Quality of Mentorship	1	2.2
	5. Overall Job Satisfaction	10	22.2
	6. Supportive School	7	15.6
	7. Self-Efficacy	18	40.0
	8. Other	8	17.8
	Total	45	100.0

Quantitative Process Data Summary

In the second phase, the researcher collected qualitative data through individual interviews. An email was sent to ten teachers requesting a follow-up interview, and seven teachers responded to the email. The researcher provided two dates for the novice teachers to schedule interviews as well as an option to respond to the interview questions (IQ) via a link created on *Forms using Office365*. All of the participants opted to complete the follow-up questions on Forms. By utilizing Forms, it eliminated the need to

transcribe audiotaped responses professionally. The researcher developed the interview questions based on the research questions and response from the survey questions.

The demographics of the seven participants used for the qualitative data consisted of one male participant (middle school teacher) and six female participants (one high school teacher, three middle school teachers, and two elementary school teachers). Three of the teachers followed the traditional pathway for teacher preparation and are fully certified while the other four are part of an alternative program such as TAPP and are not fully certified. The majority of the participants were 35 years old or younger (5 participants), and 2 participants fell in the age range of 45-54. All of the participants were African-American/black. The interview questions were organized and developed to focus on the novice teachers' perception of identified factors that influenced their intent to stay in the teaching profession. The factors included: the perceived effectiveness of the district's induction program, quality of mentorship, preservice preparation, professional development, job satisfaction, administrative support, and, teacher efficacy. The researcher created responses were created in both a word document and Excel file with one question per tab and one response per row. The name column assigned the respondents a participant number beginning with the participant number one and ending with participant number seven. The researcher used highlighters to color-code the responses. The researcher analyzed the responses of the qualitative data by identifying emerging themes, which included collaboration, the progression of students, lack of resources and the inconsistent practices of mentorship.

Responses to Interview Question #1

IQ1: Why do you feel it is or it is not essential to participate in the district induction program?

RQ1. Is there a relationship between the perceived effectiveness of the district's induction program and teacher retention?

Based on the responses from the interviewed teachers, all of the teachers agreed that participation in the district induction program was beneficial and useful. The emerging themes stemming from the participants' responses included: (a) the program provides effective teaching strategies, (b) the program is an opportunity to collaborate and network with other novice teachers, and (c) the program provides participants with resources. Participant #2 stated:

> I feel it is important to participate in the district's induction program because it allows new teachers from all over the district to convene and learn from each other. Often, the induction program meetings allow time for novice teachers to meet by content area; this allows for a small intimate setting where different opinions and methods can be shared to help improve classroom management skills and share effective teaching strategies. (Personal communication, January 21, 2019)

Responses to Interview Question #2

IQ2: To what extent did the assigned mentor influence the novice teacher's intent to remain the teaching profession?

RQ2. Is there a relationship between the quality of mentorship and teacher retention in a large suburban/urban school district in the Southeast region?

The researcher determined that three of the seven participants indicated that the assigned mentor did not influence their intent to remain in the teaching profession. The data does not include the one participant who indicated that they were not assigned a mentor. One theme that emerged from the responses of the teacher is that the mentoring programs at the school level is inconsistent and have no significant relationship with teacher retention. Participants #3 stated, "I never had a mentor. I had to learn everything from my own experiences" (personal communication, January 21, 2019). Participant #4 said, "My mentor did not influence my intent to remain in the teaching profession" (personal communication, January 21, 2019). Participant #7 indicated, "My mentor influenced me in many ways, especially through some of the tough times. She shared certain practices and techniques that helped me along the way (personal communication, January 21, 2019).

Responses to Interview Question #3

IQ3: Do you believe you pathway into teaching prepared you for the teaching profession?

RQ3. Is there a relationship between preservice preparation and teacher retention in a large suburban/urban school district in the Southeast region of the United States?

Although there were a variety of pathways to the teaching profession, the researcher determined that six out of seven participants believed that their pathway to

teaching prepared them for the profession. Participant #1 stated, “The TAPP program has been helpful in my differentiation techniques. I did not know how to scaffold and break things down for different types of learners” (personal communication, January 20, 2019).

Responses to Interview Question #4

IQ4: How have professional development activities influenced your decision to remain in the teaching profession?

RQ4. Is there a relationship between perceived usefulness of professional development provided and teacher retention in a large suburban/urban school district in the Southeast region of the United States?

The perceived usefulness of Professional Development had mixed reviews with a frequency of four out of the seven participants deemed the activities as useful. Some of the participants thought the professional learning activities and strategies presented were not implemented with fidelity and was quickly abandoned by school leaders while others considered the activities useful and necessary to assist in planning for their students. One new theme for interview question number #4 was to revamp professional learning so that it meets the needs of teachers. Participants #2 stated the following:

> The professional development activities helped to influence my decision because it gave me the ‘why' and ‘how' behind many of the things I am teaching. After attending professional development sessions, I can see why using certain strategies in the classroom is necessary for my particular group of middle school students. (Personal communication, January 21, 2019)

Participant #3 said,

> Professional Development held by my administration is more like a babysitting job. The training seems to make sure all employees are present on teacher work days. They always implement new procedures that need to do in the classroom, but after two months there is never any resolve or any data to display to determine if the procedure is working or it is not working. If my decision to remain in teaching depended on Professional Development, then I would not remain a teacher. (Personal communication, January 21, 2019)

Responses to Interview Question #5

IQ5: What is that gives you job satisfaction?

RQ5. Is there a relationship between job satisfaction and teacher retention in a large suburban/urban school district in the Southeast region of the United States?

All of the participants (7) indicated that they get job satisfaction watching their students' progress daily. Building self-confidence and trust were also emergent themes among all of the participants. Participants #1 stated, "I enjoy the impact I have on my students. I enjoy developing relationships with them as well as watching them grow as students and as people" (personal communication, January 20, 2019). Participant #3 indicated,

> My job satisfaction comes from the students' willingness to want to learn. Being that I am a skilled worker/educator, I understand that all learners are not textile,

audio or visual learner and some learner gain more from hands-on activities. (Personal communication, January 21, 2019)

Participant #7 stated the following: “There are many aspects of teaching that gives me job satisfaction. Just knowing that I am teaching and assisting students to improve in their areas of weaknesses as well as building confidence and trust is satisfying” (personal communication, January 21, 2019).

Responses to Interview Question #6

IQ6: How important is the administrative support in influencing our intent to remain in the teaching profession?

RQ6. Is there a relationship between administrative support and teacher retention in a large suburban/urban school district in the Southeast region of the United States?

Many of the participants (6 out of 7) noted that administrative support is important in influencing their decision to remain in teaching. Some participants believed that administrative support makes their job a whole lot easier. One emergent theme among the responses was the administrators cared. Participant #4 stated, “Administrative support is essential. So far I have had great administrators who have cared about helping me best serve the students. Additionally, I feel that they care about me as a person not just a body in the building” (personal communication, January 21, 2019).

Participant #6 stated, “Administrative support is essential. I have a great group of administrators. They are very nice, and they make sure I have what I need. They have an open door policy—very approachable” (personal communication, January 21, 2019).

Responses to Interview Question #7

IQ7: Researchers describe teacher-efficacy as the desired learning goals of a teacher to improve his or her students' learning. How has teacher efficacy influenced your intent to remain in the teaching profession?

RQ7. Is there a relationship between teacher efficacy and teacher retention in a large suburban/urban school district in the Southeast region of the United States?

Many of the participants (6 out of 7) agreed teacher efficacy influenced their intent to remain in the teaching profession; however, one of the participants pointed out that parents play a role in learning outcomes as well. Participants #3 stated,

> Researchers seemingly forgot that the core of students learning comes from home, causing them to place too much of a high expectation on teachers. I do not care how efficient the teacher is if learning is not reinforced at home and the student is not held accountable for learning outcomes there will be no improvement in the students learning. Such erroneous expectations for efficacy will only lead to me as a teacher to seek other forms of employment. (Personal communication, January 21, 2019)

Participant #5 stated,

> Teacher self-efficacy is the main reason I remain the profession. I genuinely care about the needs of the students, and I care about our future. Not only is it their future, but their future is our future. They are the next generation and will soon make decisions that will affect us all. I care about them being as knowledgeable as possible so that they can make decent and informed decisions for the greater good of the community and even the country. (Personal communication, January 21, 2019)

Responses to Interview Question #8

IQ8. What has influenced your decision to remain in the teaching profession the most?

RQ8. Which variable/factor has the most significant impact on teacher retention in a large suburban/urban school district in the Southeast region?

There were several common themes: (a) love of teaching, (b) love of children, (c) the "aha" moments, and (d) the purpose and faith that centered on teacher efficacy. Participants #1 stated, "I love the students. I enjoy watching my students learn and grow throughout the school year" (personal communication, January 20, 2019). Participant #2 said, "The 'aha' or 'lightbulb' moments are what I live for" (personal communication, January 21, 2019). Participant #3 indicated,

> My decision or intent to remain in the teaching profession is influenced by my faith in my purpose. My goal each day is to make sure that I can create an avenue

> for students to be productive and successful citizens regardless of their academic status. (Personal communication, January 21, 2019)

Participant #5 stated, “Teacher efficacy has influenced my decision to remain in the profession the most” (personal communication, January 21, 2019).

Responses to Interview Question #9

> IQ9: Would you like to add anything else about your experience as a novice teacher?

The last interview questions provided an opportunity for the participants to discuss their experience as a novice teacher. Participant #1 stated, “Teaching has been difficult but enjoyable at the same time. I have learned a lot; I have a desire to become an excellent teacher. I want to see how good I can be when I put it all together” (personal communication, January 20, 2019). Participant #6 said, “My teaching experience has been a rollercoaster. Some days I feel good about my decision to enter the profession, and then there are days when I ask the Lord why. There is much work in teaching” (personal communication, January 21, 2019).

Summary

This chapter provided an analysis of both the quantitative and qualitative data collected within this research study. The data collected derived from survey responses as well as responses from interview questions. The data indicated that the independent variables —job satisfaction, administrative support, and teacher efficacy—were related to the novice teachers’ perception as factors that influenced teacher retention, that is, the higher the job satisfaction, administrative support, and teacher self-efficacy, the less

likely a novice teacher, will leave. The mixed method approach for the research study allowed the researcher to determine if there was a relationship between the independent variables/factors and the dependent variable and therefore, answer the researcher questions.

CHAPTER VI

FINDINGS, IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSIONS

The purpose of the sequential explanatory mixed method research study was to determine what factor(s) influenced novice teachers (0-3 years of experience) to remain in the profession in an identified area of the school district located in the Southeast region of the United States. In the first phase of the study, quantitative research questions were utilized to address the relationship between the independent variables: (a) induction program, (b) mentoring, (c) professional development, (d) teacher preparation programs, (e) administrative support (f) job satisfaction, (g) teachers self-efficacy, and the dependent variable of teacher retention. Information from the first phase was explored further in a second qualitative phase. In the second phase, qualitative interviews were used to probe significant survey results by exploring aspects of the novice teachers' perceptions on teacher retention with a group of seven participants in identified schools of a large suburban/urban school district located in the Southeast region of the United States. This chapter consists of the findings of the study, limitations, implications, recommendations, future research, and conclusions.

Significant Findings

After an analysis of the data, there was no significant relationship between the induction program, perceived effectiveness of professional development, quality of

mentorship or teacher preparation program and teacher retention. However, the findings did reveal that the independent variables—job satisfaction, administrative support, and teacher self-efficacy were related to the novice teachers' perception as factors that influenced teacher retention with the population of novice teachers used in the research study. The higher the job satisfaction, the higher the administrative support and the higher the teacher self-efficacy, the less likely a novice teacher will leave the profession.

RQ5: Is there a relationship between job satisfaction and teacher retention in a large suburban/urban school district in the Southeast region of the United States?

There was a significant finding for variable job satisfaction. For the research study, the researcher defined job satisfaction as a mixture of intrinsic or extrinsic factors experienced by teachers on the job, which produce a pleasurable or positive emotional state. The literature supports the findings because studies have shown that teacher job satisfaction correlates to teacher retention. Green and Munoz (2016) found that overall job satisfaction correlated significantly with several factors such as preparedness, school leadership, independence, time and benefits. Frederick Herzberg's (1968) two-factor theory, also known as the hygiene-motivation theory, supports the findings. All in all the perceptions of the novice teachers' intrinsic influences as it relates to job satisfaction and teacher retention that materialized from this research study might support and assist schools and school districts in their efforts in retaining teachers.

RQ6: Is there a relationship between administrative support and teacher retention in a large suburban/urban school district in the Southeast region of the United States?

Administrative support was also determined to have significant findings in the research study. The research study indicated that there was a moderate significant relationship between intent to leave and administrative support. The researcher defined administrative support as a combination of elements such as including teachers in decision-making, demonstrating respect and appreciation for the novice teacher and their work, providing instructional resources and feedback provided by the administrators (principal and assistant principal) to assist novice teachers. Research conducted by the Learning Policy Institute supported the findings. Carver-Thomas and Darling-Hammond (2017) indicated that teachers are more likely to remain in the classroom when they feel supported by administrators.

Additionally, the principal and the principal's leadership style influence the teacher's intent to stay or leave a school (Carlson, 2014). John Buchanan (2010) found that a lack of principal's support was a significant factor in determining whether or not to remain as a teacher. Teachers, who believe they have no support, leave the profession (Rodgers & Skelton, 2014). Knowing the influence and importance administrative support has on teacher retention, school districts administrators should ensure each school has a site based leader that is supportive, caring and focused on instruction.

RQ7: Is there a relationship between teacher efficacy and teacher retention in a large suburban/urban school district in the Southeast region of the United States?

Furthermore, the research study determined that teacher self-efficacy also had a significant finding of its influence on teacher retention. The relationship between teacher self-efficacy and teacher retention correlate to Bandura's social cognitive theory (Huber et al., 2016). Psychologist, Albert Bandura (1997) defined self-efficacy as a person's belief about his or her ability to succeed in certain situations or accomplish a task. When a teacher has a high level of self-efficacy, the teacher is successful in student engagement, instructional strategies, and classroom management as well as creating a positive learning environment (Türkoğlu et al., 2017). The teachers' sense of self-efficacy—the personal satisfaction that comes from feeling competent to do the job well—plays a role in their decision to stay or leave for both novice and veteran teachers (Krasnoff, 2014). Teacher self-efficacy is an essential factor for teacher retention.

The theoretical framework of Herzberg (1968) and Bandura (1997) validated the independent variables. Herzberg Theory states there are two sets of factors in the workplace—motivators or satisfiers and hygiene or dissatisfiers. The motivators or satisfiers include intrinsic factors such as a sense of achievement, personal or team recognition, the work itself, role responsibility, the opportunity to be promoted or advancement and personal growth. The hygiene or dissatisfiers include extrinsic factors such as company policy and administration, supervision, interpersonal relations with a supervisor, work condition, salary, relationship with peers, personal life issues,

relationship with subordinates, status within the organization, and security. The data indicated that the two-factor theory aligned with job satisfaction through "satisfiers" where the novice teachers identified the "work itself" as a motivating factor for teaching. Even though the administrative support variable categorized under "dissatisfiers," based on Herzberg's explanation of "dissatisfiers," it is understood that removing those extrinsic factors would not bring satisfaction to the workplace. It is vital for novice teachers to feel the support of the administrators.

Moreover, Bandura (1997) defined self-efficacy as a person's belief about his or her capability to produce desired results through his or her actions. The teacher efficacy theory provided novice teachers with the awareness that their performance affects the students 'performance. Research has shown that when teachers have a high level of self-efficacy, teachers are successful in creating an environment where students are engaged, instructional strategies are intentional and focused and the students are well-behaved (Türkoğlu et al., 2017). Contrarily, teachers who have low self-efficacy are more likely to experience burnout when compared to teachers with high self-efficacy (Gaikhorst et al., 2013). Therefore, both theories have a great impact on teachers' job satisfaction, administrative support and teacher self-efficacy.

Although there was no significant relationship between independent variables: induction program, mentoring, professional development or teacher preparation program and teacher retention, there were some implications based on survey data and the emergent of themes from the qualitative interviews.

Implications

The focus of this mixed method research study was to determine the perception of the novice teachers of factors that influenced teacher retention in the school district. The following were considered implications in this research study:

- Targeted relevant professional development is critical for new teachers. According to Darling-Hammonds and Carver-Thomas (2017) from the Learning Policy Institute, professional development should be content focused, incorporates active learning, models instructional practices, and offer feedback and expert support.
- Although the current induction program in the large school district meets with novice teachers monthly, it is evident that the size of the program may be overwhelming for the novice teachers and many are opting not to attend.
- The quality of the mentorship is essential to the retention of teachers. The development and continuation of a mentoring program for new teachers are critical for building a foundation of competent teachers as well as to improve retention rates (Callahan, 2016).
- The quality of preparation programs for teaching was more important than the source of the program. The data collected indicated that novice teachers believed in their capabilities as a teacher to improve student outcomes regardless of the route traveled to become a teacher. Effective preparation increased the probability that novice teachers would remain in the profession (Kini & Podolsky, 2016).

Limitations of the Study

Limitation for the current research study included:

- The researcher is an employee of the school district and provides support to the 16 schools identified for the study.
- The findings were generalized for the identified schools. There are 140 schools in the large school district, but the researcher only focused on 16 schools with similar demographics. If the sampling had included more schools, it could have resulted in greater diversity and perhaps a wide variety of perceptions that influenced novice teachers to remain in the profession.

Recommendations

The researcher suggested the following recommendations to principals, teachers, and school districts for retaining teachers.

Recommendations for the School District

- The data collected from the current research study indicated that the induction program offered by the district is too large. Therefore, the researcher recommends that the school district consider developing an induction program that comprised of 20-30 schools at a time rather than the entire schools at one time.
- The school district should provide training and monetary supplement for mentor teachers of the novice teachers. If the goal for mentoring is to support the professional development of the beginning teacher while protecting the quality of the novice teacher early experiences in schools (McCann, 2013),

then an investment in developing quality mentors is well-worth the impact an effective teacher can have on student learning by retaining quality teachers.

Recommendations for Principals

- Principals and the administrative team should provide immediate feedback that is structured and detailed to the novice teachers after observation or assigned task.
- Principals should include novice teachers in some decision-making in the schools and administer practical consequences for students' misbehavior.
- Principals should recognize teachers for their accomplishments.
- Principals should provide additional resources teachers need for their classrooms.
- Principals should create leadership opportunities.

Recommendations for Teachers

- Novice teachers should collaborate with colleagues/mentors in order to improve instructional strategies, instructional delivery, and classroom management.
- Novice teachers should attend professional development sessions designed with their needs in mind.
- Novice teachers should participate in Induction programs and other programs designed for novice teachers.
- Novice teachers should involve parents or guardian.

Recommendations for Future Research Studies

Additional topics to consider for future studies are:

- Expand the research study to include all of the schools in the school district.
- Examine the principal's perception of the novice teacher intent to remain in the school district.
- Examine the millennia's perspective of teacher retention in the large urban/suburban school district.
- Include mandated testing as an independent variable.

Conclusions

Teachers matter. Teachers leave the classroom for many reasons, but this research study focused on novice teachers' intent to remain in the profession. It is important for school districts and schools to look beyond the problem of teachers leaving and take a deeper dive to determine measures administrators and school leaders can put in place in order to increase teacher retention. The future generation of learners needs quality teachers, and one cannot become a quality teacher if there are revolving doors in every school. There are steps schools, and school districts can follow to lessen the exodus of teachers. The findings from the research study revealed that administrative support is critical to the success of novice teachers. The higher the support, the less likely the teacher will leave the profession. Other research studies also confirmed, "administrative support is the most significant predictor of teachers' job satisfaction while job satisfaction is the most significant predictor of teachers' intent to stay in teaching' (Tickle et al., 2011, p. ii). It is essential to equip the novice teacher with the necessary tools such as an

informative induction program, trained mentor and targeted professional development in order to create a positive teaching experience. The connectivity of all these factors validates the need for continuous research in investigating what influences novice teachers' intent to remain in the classroom.

In recent years, the road to teaching is less traveled and there continue to be a shortage of teachers around the world. Many of the educators enter into our schools without the proper training and pedagogical skills. Some of the teachers enter our schools with nothing more than the desire to make a difference in a child's life. The pedagogical skills developed during coursework are missing when the entry into the field is not traditional, and the professional development is not planned based on the needs of the teachers. Too often professional development is planned without the teacher in mind, and teachers do not perceive professional development as useful. An active professional development system is vital to the achievement of the students.

As school districts and schools look to improve student achievement, it is crucial that stakeholder remember that student achievement comes from within. It is when the student believes in his or her capabilities to achieve. In essence, it is a trickle-down effect beginning with district leaders, to principals, to teachers than students. In some cases, a child does not believe in himself or herself unless there is a teacher who has poured into that child. Before a teacher can pour into the child, the teacher must believe in their ability to impart knowledge and research has shown that it is the principal who pours into that foundation. Dufour and Dufour (2012) called this ripple effect collective efficacy. Researchers believed that “effective principals, not only believe in their ability to make a

difference but also help others throughout the school to believe in their individual and collective capacity to impact student achievement" (p. 96). Therefore, not only is teacher self-efficacy is vital to the retention of teachers but the collective efficacy of all stakeholders. Overall, the findings from the research study have value in helping to enhance retention efforts in the identified schools in a large suburban/urban school district located in the Southeast region of the United States of America.

Summary

The study researched novice teachers' perception of factors that influenced teacher retention. The research answered the research questions and the significant findings connected to the theories as well as the studies presented in the research. Significant relationships revealed in the areas of job satisfaction, administrative support, and teacher self-efficacy were related to the novice teachers' perception as factors that influenced teacher retention with the population of novice teachers used in the research study. The researcher was able to identify offer implications of the study as well as offer recommendations to the districts, principals, and teachers. By using the results of the research study as an avenue to evaluate their strategies and make the necessary adjustments to retain teachers in the schools.

APPENDIX A

Informed Consent Form

Study Title:
Novice Teachers' Perception of Factors that Influence Teacher Retention in Large Suburban/Urban School District in the Southeast Region

Researcher:
Lisa McGhee

Researcher's Email Address:
ldmcghee@bellsouth.net or Lisa.McGhee@students.cau.edu

Research Supervisor:
Dr. Barbara Hill

Email Address:
bhill@cau.edu

WHAT IS THIS STUDY ABOUT?
The purpose of the mixed method study with novice teachers (0-3 years of experience) employed in a large suburban/urban school district in an identified region is to determine what factor(s) influenced them to remain in the profession. Although there may be a large body of research and data that addresses why teachers leave the profession, there is a limited amount of research investigating why teachers remain.

WHY AM I BEING ASKED TO PARTICIPATE IN THE STUDY?

You are invited to participate in the study because:

- You are a novice teacher (3 of less years of teaching experience)
- You teach in an identified region of a large suburban/urban school district

If you do not meet the description above, you cannot participate in the study.

HOW MANY PARTICIPANTS WILL BE IN THIS STUDY?

Approximately 35-40 participants will participate in this study.

WHO IS PAYING FOR THIS STUDY?

The researcher is not receiving funds to conduct this study.

HOW LONG WILL I BE IN THE STUDY?

If you decide to participate in the study, your participation will last approximately 3 hours. Three hours will include survey, interviews and focus group.

WHAT WILL HAPPEN DURING THIS STUDY?

If you decide to participate in this study and you sign the consent form, you will do the following:

- Respond to survey questions.
- Respond to interview questions.
- Participate in Focus Group if selected.
- Follow the instructions you are given.
- Tell researcher if you want to end your participation in the study at any time.

WILL I BE RECORDED?

The researcher will audiotape the face-to-face interviews, telephone interviews or virtual interviews. Responses provided via email, will be provided in writing. Recording will not be necessary in email interviews. The researcher will use the audiotape generated from either face-to-face, telephone, or virtual interviews in order to gather and analyze the data provided by the participant response.

The researcher will only use the recordings of you for the purposes detailed in this consent form. The recordings will not be utilized for any other reasons without your permission. The recordings will be kept for seven years and they will be kept confidential. The recordings will be destroyed after seven years.

WILL BEING IN THIS STUDY HELP ME?

Being in this study will provide the school district

ARE THERE RISKS TO ME IF I AM IN THIS STUDY?

There is no anticipated harm or distress predicted as a result of participating in this study. You may end your participation in the study at any time if you become uncomfortable.

WILL I GET PAID?

You will not receive anything for being in the study.

DO I HAVE TO BE IN THIS STUDY?

Your participation in this study is completely voluntary. You can decide not to be in the study and you can change your mind about being in the study at any time. There will be no penalty to you. If you want to end your participation, tell the researcher.

WHO WILL USE AND SHARE INFORMATION ABOUT MY BEING IN THE STUDY?

Any information you provide in this study that could identify you such as your name, age, or other personal information will be kept confidential. Pseudonyms will be given to each participant in an effort to maintain confidentiality. In any written reports or publications, no one will be able to identify you.

The researchers will keep information you provide in a private Drop box and only the researcher and researcher supervisor will have access to your study data. Tape recordings that are made will be accessible to the researcher, the researcher supervisors and dissertation committee.

LIMITS OF PRIVACY (CONFIDENTIALITY)

Generally speaking, the researcher can assure you that everything will be kept private. Yet, there are times where the researcher cannot keep things private (confidential). The researcher cannot keep thing private (confidential) when:

- The researcher finds out that a child or vulnerable adult has been abused.
- The researcher finds out that a person plans to hurt him or herself
- The researcher finds out that a person plans to hurt someone else.

There are laws that require many professionals to take action if they think a person is at risk for self-harm or are self-harming another or if a child or adult is being abused. In addition, there are guidelines that researchers must follow to make sure all people are treated with respect and kept safe. In most states, there is government agency that must be told if someone is being abused.

WHO CAN I TALK TO ABOUT THIS STUDY?

You can ask questions about the study at any time. You can call the researcher if you have any concerns or complaints.

DO YOU WANT TO PARTICIPATE IN THIS STUDY?

I have read this form, and I have been able to ask questions about this study. The researcher has discussed with me about this study. The researcher has answered all of my questions. I voluntarily agree to participate in this study. I agree to allow the use and sharing of my study-related records as described above.

By signing this form, I have not given up any of my legal rights as a research participant. I will get a signed copy of this consent form for my records.

_____

Printed Name of Participant

_____ _____

Signature of Participant Date

I attest that the participant named above had enough time to consider this information, had an opportunity to ask questions, and voluntarily agreed to be in this study.

_____

Printed Name of Researcher

_____ _____

Signature of Researcher Date

DO YOU WISH TO BE AUDIOTAPED IN THIS STUDY?

I voluntarily agree to allow the researcher to audiotape me for this study. I agree to allow the use of my recordings as described in this form.

_____

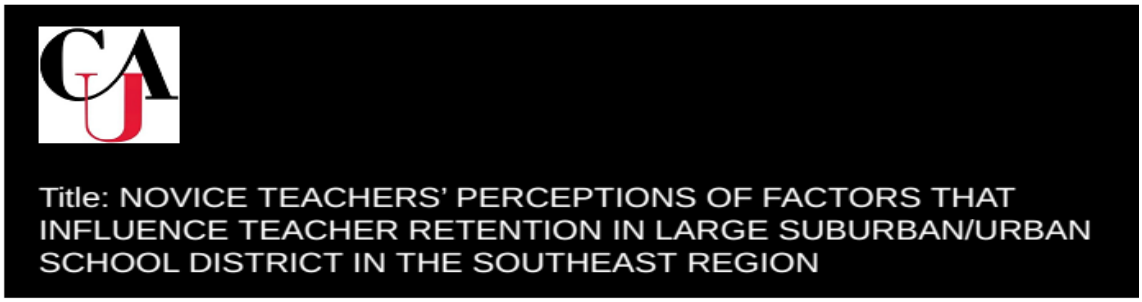
Printed Name of Researcher

_____ _____

Signature of Researcher Date

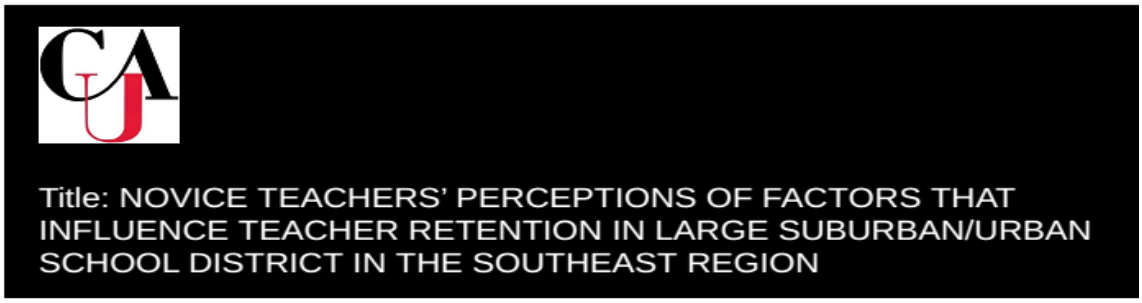
APPENDIX B

Research Survey



Welcome to My Survey

Thank you for participating in our survey. Your feedback is important.



Consent Form for Survey

You are invited to participate in an online survey on Novice Teachers' Perception of Factors that Influence Teacher Retention in Large Suburban/Urban School District in the Southeast Region. This research is conducted by Lisa McGhee, a student at Clark-Atlanta University. It should take approximately 10 minutes to complete.

PARTICIPATION

Your participation in this survey is voluntary. You may refuse to take part in the research or exit the survey at any time without penalty. You are free to decline to answer any particular question you do not wish to answer for any reason.

BENEFITS

You will receive no direct benefit from participating in this research study; however, your responses may help us to learn more about teacher retention and determine what factor(s) influenced novice teachers intent to remain in the profession.

RISKS

There is no anticipated harm or distress predicted as a result of participating in this study. You may end your participation in the study at any time if you become uncomfortable.

Title: NOVICE TEACHERS' PERCEPTIONS OF FACTORS THAT INFLUENCE TEACHER RETENTION IN LARGE SUBURBAN/URBAN SCHOOL DISTRICT IN THE SOUTHEAST REGION

CONFIDENTIALITY

Your survey answers will be sent to a link at SurveyMonkey.com where data will be stored in a password protected electronic format. Any information you provide in this study that could identify you such as your name, age, or other personal information will be kept confidential. Pseudonyms will be given to each participant in an effort to maintain confidentiality. In any written reports or publications, no one will be able to identify you.

CONTACT

If you have any questions at any time about the study or the procedures, you may contact my research chair Dr. Barbara Hill via telephone at 404-880-6015 or via email at bhill@cau.edu.

1. Electronic Consent: Please select your choice below. By clicking the "Agree" button indicates that

*You have read the above information

*You voluntarily agree to participate

*You are 18 years of age or older

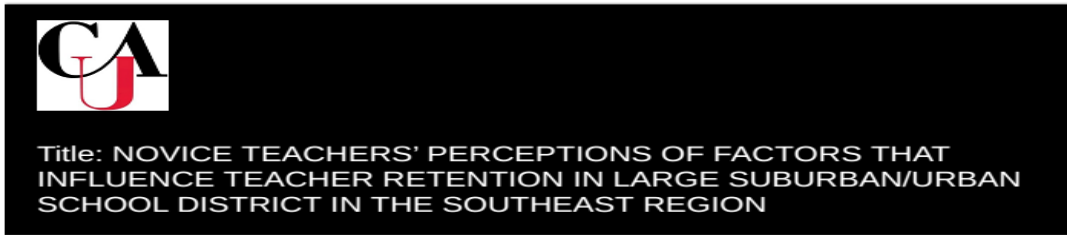
- ◯ Agree
- ◯ Disagree

2. The Induction Program provides me with content support.

- ◯ Strongly Disagree
- ◯ Disagree
- ◯ Somewhat disagree
- ◯ Neither agree nor disagree
- ◯ Somewhat agree
- ◯ Agree
- ◯ Strongly agree

3. The Induction Program provides me with an opportunity to visit model classrooms.

- ◯ Strongly Disagree
- ◯ Disagree
- ◯ Somewhat disagree
- ◯ Neither agree nor disagree
- ◯ Somewhat agree
- ◯ Agree
- ◯ Strongly agree



4. There is structured time to collaborate with a network of teachers.

- Strongly Disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

5. Overall the Induction Program activities were useful for me.

- Strongly Disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

6. The assigned mentor provides feedback on my teaching practices.

- Strongly Disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

7. The assigned mentor provides me with support (practical, pedagogical and/or personal support).

- Strongly Disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

8. There is structured time to work with my mentor.

- Strongly Disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

9. The assigned mentor motivates me to remain in the teaching profession.

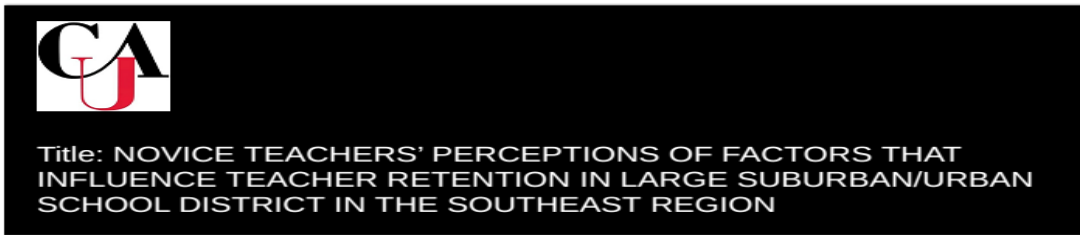
- Strongly Disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

10. Did you enter teaching through traditional or alternative certification program?

- College or University Teacher Education Program
- Alternate Route (Teach for America. Teaching Fellows and etc.)
- Teacher Academy for Preparation and Pedagogy (TAPP)
- Strategic Waiver
- Other

11. The teacher preparation program prepared me to provide quality instruction to my students.

- Strongly Disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree



12. The preparation program prepared me to serve socio-cultural needs and expectations of diverse students.

- Strongly Disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

13. The Professional Development activities enhanced instructional practices for me.

- Strongly Disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

14. The Professional Development activities provide support in how to differentiate instruction for a variety of learners.

- Strongly Disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

15. Overall, the professional development activities provided were useful.

- Strongly Disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

Title: NOVICE TEACHERS' PERCEPTIONS OF FACTORS THAT INFLUENCE TEACHER RETENTION IN LARGE SUBURBAN/URBAN SCHOOL DISTRICT IN THE SOUTHEAST REGION

16. I believe the work involved in teaching is worth it.

- Strongly Disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

17. I enjoy coming to work each day.

- Strongly Disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

18. I am satisfied with being a teacher.

- Strongly Disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

19. The school administration's behavior toward the staff is supportive and encouraging.

- Strongly Disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

20. The principal ensures that necessary materials such as textbooks, supplies, and copy machines are available as needed for me.

- Strongly Disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

Title: NOVICE TEACHERS' PERCEPTIONS OF FACTORS THAT INFLUENCE TEACHER RETENTION IN LARGE SUBURBAN/URBAN SCHOOL DISTRICT IN THE SOUTHEAST REGION

21. I am able to successfully teach the content.

- Strongly Disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

22. I am convinced that, as time goes by, I will continue to become more and more capable of helping to address my students' needs.

- Strongly Disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

23. What is your gender?

- Male
- Female
- Other

24. What is your racial or ethnic identity? (Select all that apply.)

- African-American/Black
- Hispanic
- American Indian/Alaskan Native
- Pacific Islander
- None of the above, please specify...
- South Asian
- Southeast Asian
- White

25. What is your age?

- 18 to 24
- 25 to 34
- 35 to 44
- 45 to 54
- 55 to 64
- 65 to 74
- 75 or older

Title: NOVICE TEACHERS' PERCEPTIONS OF FACTORS THAT INFLUENCE TEACHER RETENTION IN LARGE SUBURBAN/URBAN SCHOOL DISTRICT IN THE SOUTHEAST REGION

26. Which of the following categories best describes your marital status?

- Single
- Married
- Divorced
- Other

27. What is the highest degree level of education you have completed?

- Bachelor's Degree
- Master's Degree
- Specialist Degree
- Doctorate Degree

28. Which grade level do you currently teach? If you teach multiple grades, please select the highest-grade level.

- K-5
- 6-8
- 9-12

29. What subject area or content area do you teach?

- Mathematics
- English
- Science
- Social Studies
- Health and Physical Education
- Music (Band, Orchestra or Choral Music)
- Fine Arts (Art, Drama, Dance)
- Career, Technical, and Agricultural Education (CTAE)
- World Language
- All Core Content
- Other

Title: NOVICE TEACHERS' PERCEPTIONS OF FACTORS THAT INFLUENCE TEACHER RETENTION IN LARGE SUBURBAN/URBAN SCHOOL DISTRICT IN THE SOUTHEAST REGION

30. What is your intent for the upcoming school year?

- Stay at current school.
- Move to another school in the district
- Move to another school district
- Leave the teaching profession

31. Which of the following influence your intent the most to remain in the teaching profession?

- Induction Program
- Quality Mentorship
- Pre-Service Preparation (Prepared for teaching)
- The Professional Development activities
- Overall Job Satisfaction
- Supportive School (school leadership, students' discipline and resources)
- Teachers' Self-Efficacy - The Joy of Teaching
- Other

APPENDIX C

Interview Questions

Novice Teachers' Perception of Factors that Influence Teacher Retention in Large Suburban/Urban School District in the Southeast Region

Interview Questions

1. Why do you feel it is or is not important to participate in the district's induction program? (Induction)

2. To what extent did your mentor influence your intent to remain in the teaching profession (quality of mentorship)

3. Do you believe your pathway into teaching prepared you for the teaching profession? Explain. (Preparation)

4. How has Professional Development activities influence your decision to remain in the teaching profession? (Professional development)

5. What is it that gives you job satisfaction? (Job satisfaction)

6. How important is administrative support in influencing your intent to remain in the teaching profession? (Administrative support)

7. Researchers describe teacher efficacy as the desired learning goals of a teacher to improve his or her students' learning. How has teacher efficacy influence your intent to remain in the teaching profession? (Teacher efficacy)

8. What has influenced your decision to remain in the teaching profession the most?

9. Would you like to add anything else about your experience as a novice teacher?

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